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ON OUR FRONT COVER

The reading harvest is bound to be great at St. Mary's School, Los
Gatos, California, when eager first graders read so avidly.

CLIPS AND COMMENTS

FATHER HALTON'S TRANSFER

At the beginning of the academic term last year, the controversy involving Father Hugh Halton, O.P., director of the Aquinas Foundation at Princeton University, and the university officials broke into the headlines with the report of the denial of campus privileges to Father Halton. This brilliant Dominican's overt crime was to attack "irresponsibly" the atheistic and relativistic teachings of Professors Stace and Elderkin in his professed dedication to defend the Faith.

His covert crime was, of course, of a more serious nature, for he subscribed unswervingly to the three fundamental truths: the existence of the thinking subject; the principle of contradiction; and the ability of the mind to know with certitude.

The problem at Princeton is perhaps most eloquently, if unwittingly, stated in the book, *The Unsilent Generation*, a devastating document outlining in their own words, the philosophy and principles of eleven of Princeton's youth. Anyone who has read this book can not help being in sympathy with this priest's objectives.

A few weeks ago, news stories again appeared, this time to report the transfer of Father Halton to Oxford University for further study and to conduct a series of lectures on international law. (Some papers reported in error that the transfer was at the end of a "canonical term." There is no canonical term prescribed for a position such as Father Halton's.)

It has been this column's fortune to have known Father Halton personally during the past year and we shall sorely regret his temporary passing from the local scene. We sincerely hope and pray that his successor will be blessed with the same firmness of purpose and intellectual capacities as his predecessor as, in turn, we pray for Father Halton's success in his future work. His fight was long and hard but truly not in vain.

NATIONAL EDUCATION DEFENSE ACT...

Federal Aid to Education is a reality. The U. S. Commissioner of Education, Lawrence G. Derthick, is currently working out the details of administration of this act in conjunction with top educators of both public and private schools as well as with various groups which are interested in education.

The National Education Defense Act (NEDA) as it stands now provides the following:

★ If a student now in college has a specific aptitude for science, mathematics or modern languages and wants

to teach, the government will lend him \$1,000 a year to stay in school.

★ Repayment of the loans will be made over a graduated period of 3% interest. If the student does go into teaching, however, up to 50% of the loan will be written off by the government depending on the number of years spent in teaching.

★ The first student loans will probably be administered in December through already existing machinery. Interested students should not write to Washington, but rather work through regular college or university channels.

★ While the maximum amount authorized is \$1,000, the average loan will be about \$600. With the funds now allowed, this will accommodate approximately 88,000 students, only 2.9% of the current total college enrollment. By the end of the school year, the rest of the program should be in operation. At that time, \$2,000 fellowships will be available for graduate students who wish to teach; machinery for grants to states and loans to private schools will be set up; more counselors for high schools will be provided; more language courses will be inaugurated and entirely new vocational schools will be started.

...AND SOME RESERVATIONS

In reviewing the passage of this act, Commissioner Derthick assured the nation that federal aid did not mean federal control when he said:

The federal contribution in the total endeavor for education should be leadership without domination and assistance without interference... Control of education rests with the states and committees, and should remain there.

We are troubled nevertheless, by the general philosophy behind this concept of federal aid, some of the specifics contained therein, and what the future holds now that the door is open.

The statement of Commissioner Derthick, (formerly a national officer of the NEA) that control rests with the states and communities is a prime example of the philosophy of education accepted by the Department of Health, Education, and Welfare and by the NEA. This concept is diametrically opposed to the tenets of natural law and, therefore, the philosophy of Catholic education. If this understanding is allowed to advance and be manifested in concrete acts, such as the NEDA, it will not be long before conformity is demanded, government control a reality, and the parochial and private schools will be in danger.

A straw in the wind in this regard is the recent demand by the American Federation of Teachers to establish federal schools in areas where systems were deliberately closed to avoid integration. Regardless of the merits of that particular case, the fact that the teachers thought to ask for federalization is enough to make one stop and think.

Another aspect, a specific one, to be considered is the provision for an extensive counselling program as provided for in Title VII of the NEDA. We treated this at length in our last column, but we feel it is of such importance that it should be mentioned again.

All students desiring to participate in the federal program will have to partake of this program. In discussing this program recently, Archbishop O'Hara of Philadelphia urged caution on the part of educators in view of the fact that most of these programs have a secularistic base.

Senator Barry Goldwater, in speaking against this section, read into the *Congressional Record* an entire list of questions taken from one of the "personality inventory" sheets designed by the testing and guidance advocates. He stressed the fact that these questions continually emphasized the parent-child conflict by including such items as:

I don't have enough things to play with; I don't like my home; I am afraid of my mother; I wish I didn't have a brother.

Is it wise to subject any youth possessing a religious concept of natural and supernatural life to a secularly-based counselling program—a program which raises doubts in immature minds and which asks them to accept as normal the parent-child conflict?

Since it is highly probable that Catholic students will have to take these tests in order to qualify for federal loans, Catholic educators should take note here and exercise the caution demanded.

PROPOSITION SIXTEEN

Let us assume that we could press a button and close all the private schools of America. Assume that this is the beginning of a new school year and that all those boys and girls would have to appear at public school doors tomorrow morning. Then the taxpayers of the Country, I believe, would have a better understanding of the public service which is rendered by private schools.

The foregoing excerpt was taken from a speech made on the floor of the Senate by Senator Wayne Morse of Oregon in support of a bill (subsequently passed) giving private schools exemption from excise taxes on necessary goods which, at that time, the public schools could purchase tax-free.

As evidenced by that speech, the awareness of the contribution made by private and parochial schools is gradually increasing. The extent of the contribution is little known, however, and should be promulgated a great deal more. Mr. Roger Freeman in his book, *School Needs in the Decade Ahead*, cites the figures that, in 1956, non-public schools saved

the American taxpayer \$1.8 billion, and that this figure should grow to \$4 billion by 1970—approximately 11% of all the money spent on education.

A group of determined bigots in California evidently do not realize the immensity of this contribution to education, and have succeeded in placing on the November ballot a proposition which would remove the tax-exempt status from the religious non-profit schools of that state. The proposition is number 16 and it is currently being fought with great effort and considerable success by the Catholic hierarchy and the Catholic press in California.

Proposition 16 is based on the supposition that tax exemption is real and active support of the schools and, therefore, a violation of the principle of separation of Church and State (What crimes are committed in that name!). Actually, it appears to be purely and simply a discriminatory measure aimed at penalizing the Catholic school system.

Father J. Augustine O'Gorman, writing in the *Los Angeles Tidings*, pins down one of the desired effects:

There is a striking similarity, in objective and intent, between the proposed educational tax and the poll tax. Victims of the poll tax are required to pay a tax for the right to vote. Would-be victims of Proposition 16—the parents of children attending religious non-profit schools—are expected to pay a double tax for the right to educate. Whatever way you look at it, Proposition 16 is a fine for doing the right thing. Fortunately, this is one fine we do not intend to pay.

His Excellency, Most Reverend Robert Dwyer, Bishop of Reno, sees more in the bigotry than is apparent on the surface, however. He ascribes the basic cause to a revival of Nativism, that concept which is an "intense opposition to an internal minority on the grounds of its foreign (i.e., 'un-American') connections." Bishop Dwyer maintains that there is more at stake than mere taxation when he writes in his column, "Sage and Sand" that:

California, for a variety of ethnic and cultural reasons, has long been a rallying ground for Nativism. That is why the decision that will be made there this fall with the vote on what is listed as Proposition 16 . . . is of far more than local importance.

It is a test of the strength of Nativism in America, and upon its results will depend, unquestionably, whether the nation is to be permitted to develop its Americanism in peace and harmony, or whether the hideous spectre of Nativist divisiveness will again stalk the land.

The battle will rage until election day. The prospects are good, but nothing is ever definite until after election day. We can only repeat the slogan which has been repeated in every corner of California and hope it is heeded:

Vote NO in NOVember on NO. 16.

IT SHOULD BE NOTED THAT . . .

- St. Mary's College, Winona, Minn., has been selected as one of the fifteen colleges and universities in the United States to act as a "pilot campus" by the National Student Association. Aided by the Fund for the Advancement of Education of the Ford Foundation, the NSA chose St. Mary's by virtue of the outstanding student government organization which it has developed.

- The University of Notre Dame will inaugurate a graduate program leading to the Master of Arts degree in theology. Started during the recent summer, the course is designed primarily as a preparation for doctoral students and will be open to Religious and laymen.

- A formal science course will be introduced for the first time in the St. Louis archdiocesan elementary schools this term. The new course, designed for all grades, is based on the textbook series, *Science and Living in Today's World*. During the first half of each year, plant and animal life will be stressed. The second half will be devoted to the physical sciences, covering such topics as air, weather, heat, sound, electricity, and the solar system.

- Two towns in Connecticut will hold referenda on providing public transportation for parochial school students under the new state statute which allows such transportation if approved by the town voters. The towns of Newton and Brookfield, with brand-new Catholic schools, have filed the petitions and the voting is expected to take place before the school term commences.

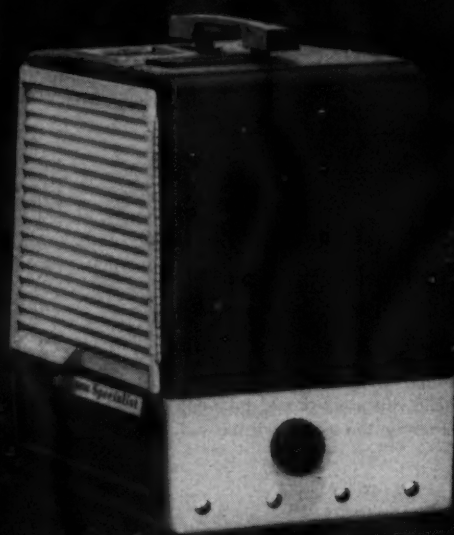
- The teacher shortage problem was discussed simply and intelligently in the August issue of *The Homiletic and Pastoral Review* by Rt. Rev. Msgr. M. A. Schumacher, pastor and author. Going to the heart of the problem, Msgr. Schumacher suggests the following as possible solutions to this problem. 1) Have the pastor or his assistant return to teaching in the parochial school releasing Sisters needed elsewhere. 2) Release the thousands of Sisters now employed as music teachers for other work. 3) Greater employment of lay teachers in the high school, even non-Catholic lay teachers. 4) Equalize the dioceses in number of Sisters. 5) Investigate the possibility of utilizing one of the secular institutes as a teaching order. Sound thoughts indeed worthy of further study.

- The noted historian and Roman Catholic scholar, Christopher Dawson has finally been granted a visa to visit the United States. He will take up his duties at Harvard University where he will be the first man to hold the chair of Roman Catholic studies at the Harvard Divinity School. The establishment of this chair and the selection of Mr. Dawson is a great step towards understanding and enlightenment.

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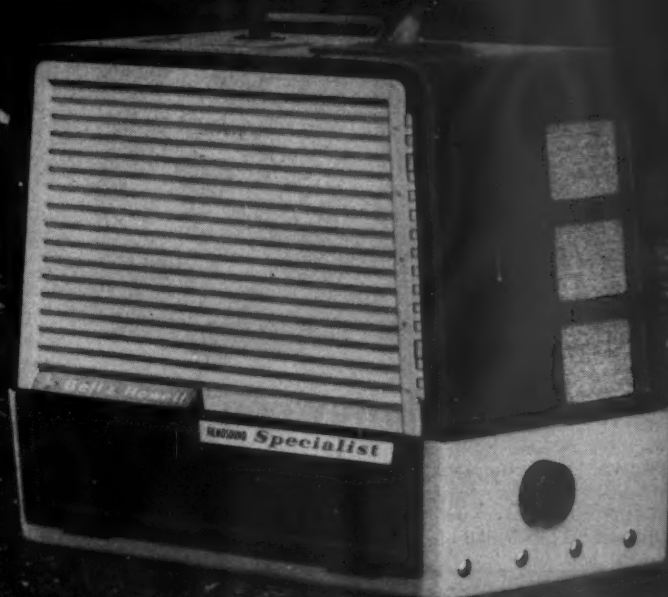
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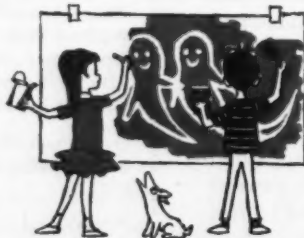
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PERSONALITIES In Focus

► One of the major high schools in the Archdiocese of St. Louis, McBride High School has received a new principal in the person of **Brother Robert Godfrey, S.M.**

► One of two Brothers of the American Province of the Xaverians who, with other members of teaching Brother orders from all over the world, will be a member of the first class at the new Pontifical Institute *Jesus Magister*, is **Brother Vincentius, C.F.X.**

► Heading a new organization known as the National Catholic Adult Education Commission which will serve as a clearing house for all Catholic adult education programs are **Father S. F. Miklas**, Catholic University, president; **Anthony Salamone**, St. Louis University, vice president; **Sister Jerome Keeler, O.S.B.**, Donnelly College, executive director; **Father Vincent R. Dolbec, A.A.**, Assumption College, corresponding secretary; and **Father Charles A. O'Neill, S.J.**, Fordham University, financial secretary.

► Chaplain to Catholic students at the University of Minnesota, **Father George Carrelts** has been named national chaplain of the National Newman Club Federation.

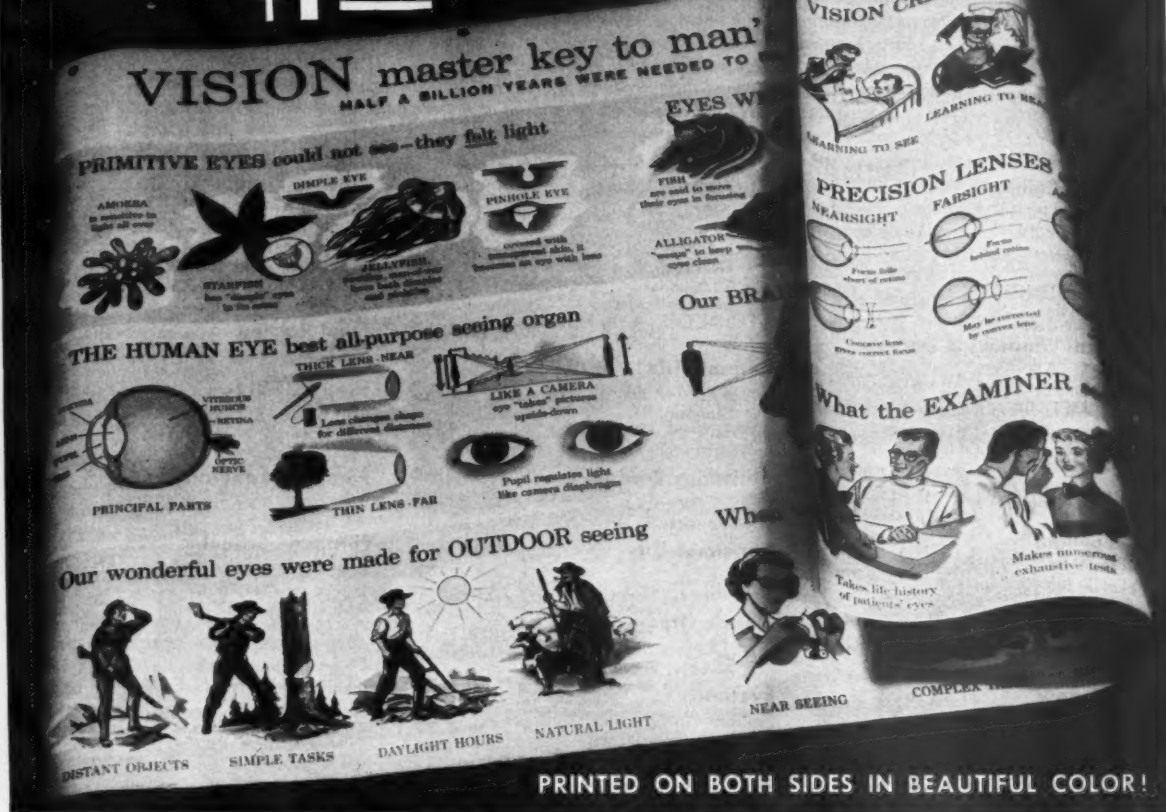
► Appointed to the newly-formed Pontifical Institute, *Jesus Magister*, as a faculty member is **Brother Alphonsus L. Pakenham**, recently principal of Power Memorial Academy in New York City.

► A faculty member of St. Edward's University, Austin, Texas, **Brother Ralph Kuder, C.S.C.**, became one of the first graduates of the new Master of Business Administration Program at the University of Notre Dame's College of Commerce.

► The chairman of the department of education at De Paul University, **Dr. Urban Fleege** is the only Catholic educator on the U. S. team of educators that is visiting Russia for the purpose of evaluating the Russian educational system.

► Formerly chairman of the English Department at the college of St. Scholastica in Duluth, Minnesota, **Sister Joselyn Baldeshwiler** has been appointed president of that institution.

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HANDY-FOLIO MUSIC CO. CE
Milwaukee, Wis.

Office Machines

REX-ROTARY DISTRIBUTING CORP. CBM
New York 1, N. Y.

Penmanship Books

ZANER-BLOSER CO., THE CE
Columbus 8, Ohio

PALMER, A. N., CO. CE
Chicago, Ill.

Plaques, Memorial

INTERNATIONAL BRONZE TABLET CO. CBM
New York, N. Y.

Plaques, Religious

GERFFERT CO., THE CE
New York 13, N. Y.

Playground Equipment

AMERICAN PLAYGROUND DEVICE CO. CBM
Anderson, Ind.

Prayerbooks

REGINA PRESS CE
New York 13, N. Y.

Pre-Engineered Buildings

BUTLER MFG. CO. CBM
Kansas City, Mo.

Projection Screens

DA LITE SCREEN CE
Chicago, Ill.

Projectors, Motion Picture

BELL & HOWELL CE
Chicago, Ill.

EASTMAN KODAK CO. CBM
Rochester 4, N. Y.

RADIO CORPORATION OF AMERICA CBM
Camden, N. J.

Projection Room Darkening Shades

FORSE MFG. CO. CE
St. Louis 7, Mo.

Publishers

KENEDY, P. J. & Sons CE
New York 7, N. Y.

WAGNER, JOSEPH F., Inc. CE
New York 7, N. Y.

Publishers, Textbook

BENZIGER BROTHERS, INC. CE
New York 8, N. Y.

CHILDREN'S PRESS CE
Chicago 7, Ill.

HARCOURT, BRACE & CO. CE
New York, N. Y.

NOBLE & NOBLE, PUBLISHERS, INC. CE
New York 3, N. Y.

SADLER, W. H., INC. CE
New York 7, N. Y.

SILVER BURDETT CO. CE
Morristown, N. J.

Radio and Electronic Parts

ALLIED RADIO CBM
Chicago, Ill.

Radios

NEWCOMB AUDIO PRODUCTS CO. CE
Hollywood 38, Calif.

Reading Aids

AUDIO-VISUAL RESEARCH CE
Chicago, Ill.

CHILDRENS' PRESS CE
Chicago 7, Ill.

Records, Phonograph

DARICK RECORD CO. CE
Chicago 26, Ill.

RUSSELL RECORDS CE
Ventura, Calif.

Record Players

NEWCOMB AUDIO PRODUCTS CO. CE
Hollywood 38, Calif.

Rhythm Band Instruments

HANDY-FOLIO MUSIC CO. CE
Milwaukee, Wis.

Sanitary Napkins

AMERICAN HYGIENIC CORP. CE
Chicago, Ill.

Scaffolding

BAKER-ROOS, INC. CBM
Indianapolis 6, Ind.

Science Lab Planning

KEWAUNEE MFG. CO. CBM
Adrian, Mich.

Sewing Machines

SINGER SEWING MACHINE CO. CE
New York 6, N. Y.

Sound Systems

RADIO CORP. OF AMERICA CBM
Camden, N. J.

Stage Equipment

ARTCRAFT THEATRE EQUIPMENT CO. CBM
New York 18, N. Y.

PITTSBURGH STAGE, INC. CBM
Pittsburgh, Penna.

Statues, Hand Carved

BENDIX MOULDINGS, INC. CBM
New York 16, N. Y.

Shelving, Steel

DELUXE METAL FURNITURE CO. CBM
Warren, Penna.

Teaching Aids

ASSOC. OF AMERICAN RAILROADS CE
Washington, D. C.

HALVERSON SPECIALTY SALES CE
Chicago 22, Ill.

PFLAUM, GEO. A. PUBLISHER, INC. CE
Dayton 2, Ohio

PLYMOUTH PRESS, THE CE
Chicago 29, Ill.

WRIGLEY, JR., WM. CO. CE
Chicago, Ill.

Teaching Aids—Music

KEYBOARD, JR. CE
New Haven, Conn.

RUSSELL RECORDS CE
Ventura, Calif.

Vacuum System, Central

SPENCER TURBINE CO. CBM
Hartford 6, Conn.

Valves, Flush

SLOAN VALVE CO. CBM

Waterproofing

STANDARD DRY WALL CO. CBM
New Eagle, Penna.

Water Heaters

PATTERSON-KELLEY CO., INC. CBM
East Stroudsburg, Penna.

THE CATHOLIC EDUCATOR

and Catholic Building and Maintenance

are publications of **Joseph F. Wagner, Inc.**

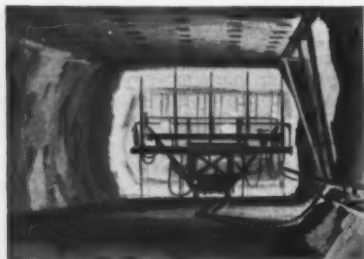
53 PARK PLACE, NEW YORK 7, N. Y.

FROM SAND TO SUNGLASSES



America's Railroads Make the Connections!

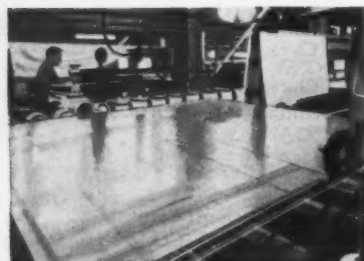
Glass — America's oldest manufactured product — is one of today's "newest" and most versatile materials. In the form of rods, tubes, sheets, foam, fibers and containers, more than one thousand different kinds of glass contribute to your comfort, convenience and safety. And an essential part of the process of bringing you the many glass products you need and use every day is dependable, economical railroad transportation.



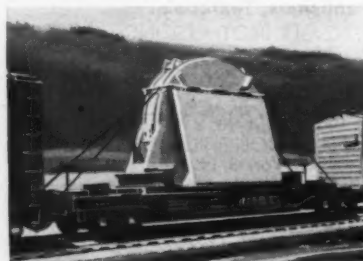
Limestone, sand and soda ash are needed to make glass. Railroads haul millions of tons of these basic ingredients. The multiple-drill rig, shown above, bores holes for explosives that loosen the rock in a limestone mine.



Fiery furnaces, heated to 2700°F., melt, mix and "cook" the ingredients according to scientific recipes, for up to 72 hours. The molten glass is then ready to be shaped by a variety of processes and equipment.



Carpets of glass are drawn into sheets that are used mainly for windows. Glassware, bottles, jars and containers of infinite shapes and sizes are made by using compressed air to force molten glass into molds.



Finished products range all the way from millions of electric light bulbs to such spectacular single articles as the precious 200-inch mirror that was made for the famed star-gazing telescope at the Mt. Palomar Observatory.

Making glass a part of our daily life is an important job for America's railroads. It's another example of how the railroads serve the nation every day—swiftly, efficiently, and economically.

**Association of
American Railroads**
WASHINGTON, D. C.



Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 36.

News of School Supplies and Equipment

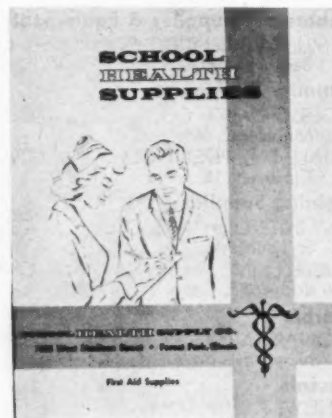
School Health Supplies

A quick run through the new *School Health Supplies* catalog of 40 pages, fully illustrated, assures that a school has at its fingertips a guide to the purchase of everything for the school health room (or dispensary) from bandaid dispensers to complete suites of appropriate furniture.



We note that both translucent and reflected models of Good-Lite eye charts, with convenient masks, are included as well as a recent model diagnostic adiometer and the Ambco Otometer, for rapid, accurate hearing evaluation.

Perhaps the highlight of this catalog is the specially constructed School Health room furniture. Exclusive reclining couches, treatment cabinets, desks, screens, scales, and step-on cans are offered to meet the needs of the school health nurse.



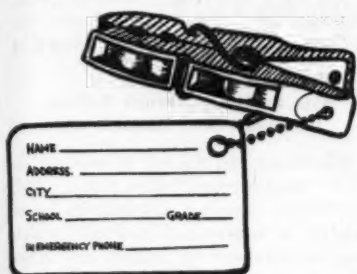
You may have your copy of the catalog by writing School Health Supplies, Dept. CE, 7638 West Madison, Forest Park, Illinois.

SS&E 1

Boot Tag—Dismissal Aid

Teachers' problems are many. One is fairly easy of solution, that of boots and rubbers identification on dismissal. One manufacturer, the William O. Cave Com-

pany offers a solution in its newly introduced Religious Boot Identification Tag. The two-faced tag carries a picture of Our Lady on one side, the other is a name identification surface. The clip, shown in the illustration, is made of sturdy plastic spring.

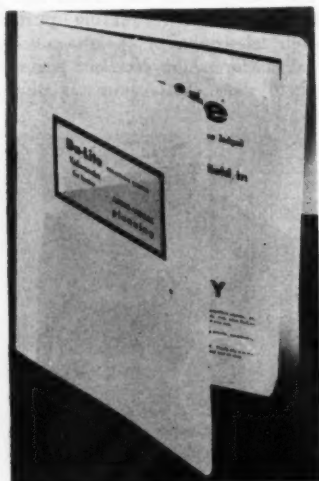


Clip and tag are compact enough to be carried by each pupil in his pencil box. They can, of course, be kept at all times in the classroom for ready use, and insure a more orderly dismissal. Colors are pink for girls, blue for boys.

Ask for a free sample from William O. Cave Co., 91 Jerome Avenue, Minneola, New York. **SS&E 2**

Da-Lite Projection Screens

Especially designed and engineered for the requirements of the audio-visual field is how the maker describes his new line of projection screens which were displayed at the NAVA (National Audio-Visual Assoc.) convention in Chicago this summer.



The new line will be distinguished from Da-Lite's regular line by a smart looking new blue case and the name, Videomaster.

Rather than attempt to give a complete description of the sturdy and practical features of the new line of Videomaster screens, we suggest that you ask your local NAVA dealer to show you the handy Da-Lite A-V book—a 27-page guide for the dealer—which contains

screen sizes, fabric samples and descriptions, projection chart information on how to select the proper screen for the purpose you have in mind.

The manufacturer is Da-Lite Screen Company, Warsaw, Indiana. **SS&E 3**

Poster-of-the Month and Holiday Posters

Colorful, interesting, and economical would be our comment after seeing

samples of the two sets of posters (10 in each set): one the Colorprint Poster-of-the-Month set; the other set being Colorprint Holiday Posters. (In "neutral" posters we can hardly expect a Catholic religious theme for the Easter and Christmas posters, though the latter can be interpreted for the child with the "star" dotting the "i" in Christmas as the Star of Bethlehem.)

No tacking of the posters is required since 40 "miracle discs" come with the (Continued on next page)

Novel, child-size tepees

add reality to Indian studies

Used in classroom, these tepees are a new, low-cost teaching aid that highlights any Indian unit for your "squaws" and "braves"—3rd grade, down.

Originally these tepees were developed for playground use and caught on so well, teachers requested them for classroom use.

Some teachers get several tepees for an Indian Village. Some use for "play" stories. Some report use in connection with PTA programs. Others suggest use for "powwows" to which other rooms are invited.

The tepees are not paper but durable fibreboard and oddly enough seem to be a completely novel invention as they are the only self-supporting tepees requiring no poles or other props.

Scissors and crayons are all you need. No glue, tape, pins.

Youngsters are delighted with chance these tepees give them for imaginative coloring. The cutting out and putting up are most simple and permit cooperative activity for whole class.

It's an "honest Injun" bargain, too, for one dollar brings you: 1—Tepee and two war bonnets, outlined on 42x75" fibreboard; 2—Indian Unit by teacher in Indian country; 3—Authentic samples of Indian Writing; 4—Mailing Tube to store tepee in for next year; 5—Postage paid.

TO GET THIS CHILD-SIZE TEEPE described—59 x 39"—write **TEPEE VILLAGE**, Box 1018, Spokane, Washington; each \$1, postpaid.

NEW HORIZONS
a suggestion
we hope proves helpful



Tastes so good! Costs so little!



The delicious flavor of Wrigley's Spearmint Gum is such a satisfactory treat, yet is never rich or filling.

And, the natural chewing helps you ease tenseness and relax. Enjoy daily; millions do!

American Background Books

The exciting and dramatic stories of Catholic heroes and heroines in American history
Ages 10-15 Each \$2.50
Illustrated



ADVENTUROUS LADY:

Margaret Brent of Maryland

By DOROTHY FREMONT GRANT. A remarkable woman's thrilling experiences in colonial Maryland.

THE FRIAR AND THE KNIGHT:

Padre Olmedo and Cortez

By FLORA STROUSSE. A true account of the part played by Cortez' chaplain during the conquest of Mexico.

COLONIAL GOVERNOR:

Thomas Dongan of New York

By J. G. E. HOPKINS. The story of the first Catholic Governor of New York.

CAVALRY HERO:

Casimir Pulaski

By DOROTHY ADAMS. An exciting biography of the Polish officer who fought in the American Revolution.

SIDEWALK STATESMAN:

Alfred E. Smith

By WILLIAM G. SCHOFIELD. The rousing story of the newsboy who rose to be Governor of New York, nominee for the presidency of the United States.

CHAPLAIN IN GRAY:

Abram Ryan

By H. J. HEAGNEY. A thrilling biography of the poet-priest of the Confederacy who helped to heal the breach between North and South.

MERE MARIE OF NEW FRANCE

By MARY FABYAN WINDEATT. The adventures of Mere Marie of the Incarnation in early Quebec among colonial settlers and the savage Iroquois.

BLACK ROBE PEACEMAKER:

Pierre De Smet

By J. G. E. HOPKINS. A story of the heroic accomplishments of the Jesuit missionary-explorer and champion of the Indians in the West.



Available wherever Catholic books are sold

P. J. KENEDY & SONS, 12 Barclay Street, New York 8

News of School Supplies

(Continued from page 109)

set for mounting them. Each poster has a special protective coating that wipes clean with a damp cloth.

Ask for a free colorful brochure from Jacronda Mfg. Co., 5449 Hunter St., Philadelphia 31, Pennsylvania SS&E 4

Aids to Teach French Culture Language, Art, History, etc.

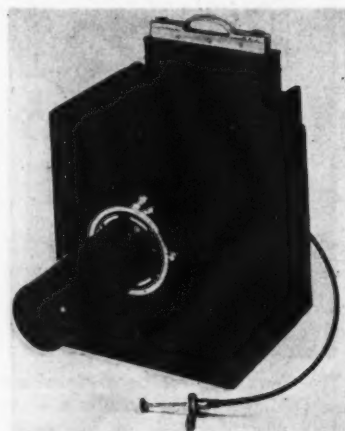
The Society for French American Cultural Services and Educational Aid, (FACSEA) has just released its latest catalog of audio-visual materials which may be borrowed by schools and other educational institutions and societies in the United States.

In it are listed 1,500 16mm films in French and English, 10,000 Kodachrome transparencies, 1,000 filmstrips, 300 exhibits, sound tapes, and records. These materials deal with all phases of French art, French culture, and French civilization.

The conditions of borrowing are described in the publication. For free copy of the catalog of the lending library of FACSEA write to Society for French American Cultural Services and Educational Aid, 972 Fifth Avenue, New York 21, N. Y. SS&E 5

New Telescope Camera For Moon Shots

Just developed for the "space era" is a special camera for taking pictures, through telescopes, of the moon, stars, as well as for taking excellent terrestrial telephoto shots. This camera is sturdily



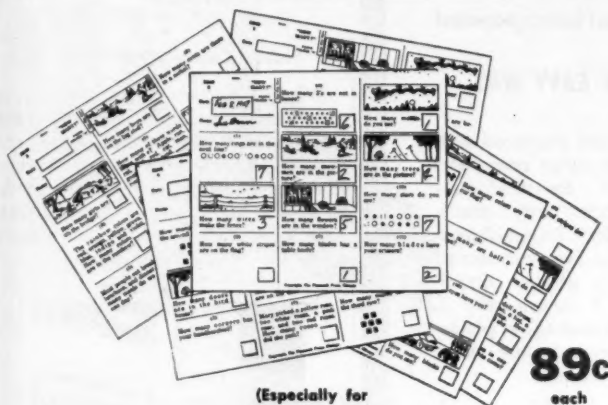
built, easy to operate, and compact with a box size 3 x 4 x 5". It has a 4-element lens, precision German-made shutter with speeds of T., B., 1 sec., $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{16}$, $\frac{1}{32}$, $\frac{1}{64}$, and $\frac{1}{128}$. The camera uses sheet film. The tube which slips into eyepiece

(Continued on page 112)

Plymouth Teaching Aids!

The Famous Plymouth PUPILS' DESK CHART

\$3.25 per dozen — \$26.49 per 100
Letter Cards in Boxes — \$2.98 per dozen
Number Cards in Boxes — \$2.98 per dozen



(Especially for Slow Learners)

89c each

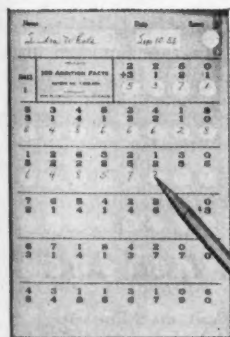
PERFO SEAT WORK

Used with ordinary practice paper 7 1/2 x 8". Each a 6 pupil set. May be used over and over. Written answers do not show through perforations. Each paper may be used to receive four complete sets of answers.

Grade 1A-2B How Many? R949...89c
Grade 1A-2B Little Questions R948...89c
Grade 2B-2A Riddles R950...89c
Grade 2B-2A Making Words R951...89c
Grade 2B-2A What am I? R956...89c

Grade 2B-2A Easy Riddles R957...89c
Grade 3C The Right Class R972...89c
Grade 3C Out of Place I R976...89c
Grade 3C Out of Place II R977...89c
Grade 3A The Cafeteria N421...89c
Grade 3C Practice Problems N420...89c
(Add 22¢ to your order for postage)
Minimum order \$2.00—No C.O.D.

INVENTORY TESTS OF THE NUMBER FACTS



B104. Inventory test of 100 addition facts separately, 10c each, 89c a dozen. (Order at least one key.)
B104K. Key for the preceding, with automatic remedial index references, 10c each, three for 25c.
B108. Inventory test of the 100 subtraction facts separately 10c each, 89c a dozen. (Order also, at least one key.)
B108K. Key for the preceding, with automatic remedial index references, 10c each, three for 25c.
B112. Inventory test of the 100 multiplication facts separately, 10c each, 89c a dozen. (Order, also, at least one key.)
B112K. Key for the preceding, with automatic remedial index references, 10c each, three for 25c.
B123. Inventory test of the 90 division facts separately, 10c each, 89c a dozen. (Order, also, at least one key.)
B123K. Key for the preceding, with automatic remedial index references, 10c each, three for 25c. Manual on diagnostic use of the inventory tests included with each purchase of any of the above units.

89c PER DOZEN—MINIMUM ORDER 2 DOZEN OF ANY COMBINATION.

A manual on the diagnostic use of the inventory tests is included with each purchase of any of the above units.

TEACHER'S SEAT PLAN

In Heavy Transparent Acetate Envelop

Seat Plan in Heavy dark paper, 8" x 8", with compartments for inserting cards bearing pupils' names (Blank cards included). Total of 70 compartments. Usable in large or small classrooms.

A supply of cards is included with each unit. A total space for 144 name places. Extra cards 2 for 5c (Blue, Buff, Pink or White).

New! Fits into clear transparent acetate envelope which has bound edges and brass corners. It is neat and long wearing.

ONLY \$1.00 postpaid

\$10.98 per doz.—plus postage—no C.O.D.'s

Without Acetate Cover 60c each—\$6.75 per dozen

Send 10c for Complete Catalogue of New Teaching Aids — ADD POSTAGE ON ALL ORDERS

THE PLYMOUTH PRESS 2921 West 63rd Street, Chicago 29, Illinois
Educational Publishers



FRACTION-PERCENTAGE FLASH CARDS

On one side of the card is the fraction, and on the opposite side is the percentage. The teacher may either flash the side which shows the percentage, 66 2/3% for instance, and require the pupil to give the fraction 2/3 or vice versa.

The side of the card toward the teacher in each case shows the answer while the card is being flashed.

Fraction-Percentage Flash Cards. 39 cards, 4 1/2 x 6 1/2, in a box, with suggestions.

N411.....Weight 13 oz.....\$1.50



Palmer Method of Handwriting Pays Dividends

- **TO PUPILS**—Clear, legible writing builds confidence, helps gain mastery of any subject
- **TO TEACHERS**—Makes teaching easier and produces definite results—without meaningless drill
- **TO SCHOOL**—An obvious accomplishment that builds parental satisfaction

1957 EDITION! CURSIVE WRITING THE EASY WAY (writing Textbooks)



Newly revised and improved with new illustrations, script copy, etc. Copyright 1957. Series of non-consumable books with grade level appeal. Book 3A is designed to cover transition from manuscript to cursive in any grade. Order Books 1 to 8 if cursive only is taught; Book 3A and upper grade books if cursive is taught after manuscript. 27¢ each

(22¢ in quantities of 30 or more)



MY FIRST WRITING BOOK (Workbook)

Entirely new optional consumable workbook for manuscript writing for first graders, designed to accompany the teacher's manual described at right. Copyright 1956. 37¢ each

MY SECOND WRITING BOOK (Workbook)

New, revised consumable workbook for second graders to accompany the teacher's manual described at right. Copyright 1957. 46¢ each

PALMER METHOD

Fountain Pen



75¢ each
in orders of
one dozen or more.

Attractive pens in assorted colors with medium, fine or extra fine replaceable points... a valuable aid to better penmanship.



MANUSCRIPT WRITING THE EASY WAY

(Teachers Manual)

New improved 1958 revision gives the beginner the advantage of starting out with the correct procedure and makes manuscript writing a pleasure for both pupil and teacher. \$1.35 each

Teacher's Manual FREE with individual orders of 20 or more workbooks described at left.

ALPHABET CHALKBOARD CARDS

Set of 15 cards contains all the capitals, small letters and numerals. Excellent as permanent blackboard border. Cards are 18½ x 17 inches. In manuscript or cursive. Colors: white on black or green. \$1.15 each

(95¢ in orders of 5 or more sets)

News of School Supplies

(Continued from page 110)

holder is 5" long with 1¼" outside diameter for standard telescopes.

Included with camera are a film holder 2¼" x 3¼", a yellow filter, cable release, ground glass 3¼" x 4½". Priced at only \$39.50. A money-back guarantee is offered by the Edmund Scientific Co., Barrington, New Jersey. **SS&E 6**

Safety Treads by Stairmaster

Whether for new installations or for renovating worn stairs, here is a new safety tread of aluminum alloy base with abrasive ribs to provide anti-slip traction. The picture purports to show that the traction is there even when the treads have been covered over with slippery motor oil.



In renovation, the new treads are superimposed over the old worn or slippery treads without expensive rebuilding.

The treads are 9" wide with tapered beveled back; they are furnished in the exact lengths required. It is customary to leave a sweeping space at each end.

Detailed literature is available from Wooster Products Inc., M-R Div., Wooster, Ohio. **SS&E 7**

Audio-Visual Aids

The Orient on Filmstrips

Asiatic countries are undergoing the greatest changes in the many centuries of their existence. To help to understand the nations of the Orient, a new instructional series, "Asiatic Lands and People," is to be had from The Jam Handy Organization.

Skillfully photographed in vivid color during recent travels through each of the countries described, a wealth of excellent material is woven into five highly educational filmstrips. The countries visited are those which show the most

(Continued on page 164)

PALMER METHOD

A. N. PALMER CO.
902 S. Wabash Ave., Chicago, Ill.
55 Fifth Ave., New York 3, N. Y.



PASTORAL INTERNSHIP

A COMPREHENSIVE program of studies and experiences for the pastoral internship to be offered to newly ordained religious priests at DePaul University has been announced by the Very Reverend Comerford J. O'Malley, C.M., president of DePaul.

Three distinct but fully integrated parts comprise the program: formal courses taken for academic credit, a series of lectures on topics of general pastoral concern, and experience in the ministry. The University will offer to priests who are to be prepared for teaching or educational administration a highly practical experience in schools in the Chicago area.

All entering the program will be given the status of graduate students in the University, regardless of whether they will actually enter an advanced degree program. This status is a formal recognition of the previous study completed in the seminary. For priests who will enter teaching or educational administration careers the curriculum will be planned according to the studies completed in the seminary or at another college. All work required for teacher certification will be offered.

Priests whose duties will not be mainly concerned with education will be offered a broad curriculum for general enrichment in areas specifically recommended by the Holy See, such as psychology, education, speech, social sciences, and other disciplines directly contributing to a more effective ministry.

Among the topics and speakers for the special lectures are "Administration of Schools" by Monsignor William E. McManus, archdiocesan superintendent of schools; "Public Relations for the Priest" by Arthur J. Schaefer, vice president for public relations and development at DePaul; and "Biological Factors In-

fluencing Human Behavior" by the Reverend John R. Cortelyou, C.M., biology department chairman at the University.

Other lectures will include Operations of the Chancery Office as These Relate to Marriage and Other Pastoral Problems; Catholic Charities and the St. Vincent de Paul Society; Catholic Family Movement and the Cana Conference; Holy Name; Legion of Mary; Sacred Music; Sound Organization and Management of Temporalities; Pastoral Medicine; Pastoral Liturgy; Special Catechetical Methods; and Recent Developments in Homiletics.

Priests preparing for academic positions will be offered a formal course in practice teaching. It will provide an opportunity to observe and teach in a secondary school under the supervision of an experienced teacher in the school and a professor assigned from the University.

For those not in the academic field, the administration of the sacraments, the preparation and delivery of sermons, catechetical instructions, and visitations of the sick are but a few of the many possible experiences.

Classes will begin September 15 and will be held in the late afternoon and evening.

BISHOP SHEHAN SPEAKS TO SUPERIORS

THE MOST REVEREND LAWRENCE J. Shehan, Bishop of Bridgeport and president general of the National Catholic Educational Association, gave the keynote address at the recent sixth annual Institute of Spirituality at Notre Dame University. His theme stressed the fact that nuns and their communities must stand firmly rooted in the faith, but must also become adaptable to modern conditions.

Five hundred superiors of women's religious communities attended the Institute. The modern Religious, Bishop Shehan told them, "will reach out into the changing world, seize what is good and proper in the field of modern development, make them her very own, and use them for the attainment of the Church's divine purpose."

Human organizations, he pointed out, tend to grow rigid in their structure, traditions, and programs, and women's religious congregations are "likely to be especially inclined in this direction."

"Too often their holy rule becomes, not a means to an end, but an end in itself." Those members who dare to suggest a change, "even to meet the most crying need," are regarded as "a species of traitor."

ECHOES FROM PHILADELPHIA

IN THE June 1958 issue space limitations did not permit our presenting editorial digests of several excellent papers of the 1958 Philadelphia meeting of the National Catholic Educational Association.

First among the papers in the special education department was that of the Most Reverend Stephen A. Leven, D.D., Auxiliary Bishop of San Antonio, Texas. He addressed himself to "The Right to Educate—The Role of the Church." We quote: "It is from the command of the very Son of God that the Church's right to educate stems. It is the fact of sharing in Christ's mandate which gives the dignity and the value of the Church's education. The Church is not even free to accept or reject that mandate. The command of her founder must push her forward."

It has been objected that Jesus meant His Church to teach only those things essential to the salvation of man's soul. Many would attempt to limit the Church to the field of faith and morals and they make bold to say that she should stay out of other fields.

"This sort of statement is not entirely unknown even among Catholics," stated Bishop Leven. "... They want, indeed, to serve God in order to save their souls. But first must come the seeking of the things of this world in order to make a living. They claim a desire to be loyal Catholics, but they want even more to be loyal to worldly standards in which they claim to see special and precious advantages.

"The role of the Church in education is a fact of history. The Church has always gathered her children about her in schools in which all the elements of human culture have been taught. . . . The right of the Church to educate stems from her supernatural motherhood. . . . It is the duty of the Church to educate those God entrusts to her so that everything they may do or gain in time may aid them to reach Him in eternity.

"In this education the Church must show how all things come from God and lead to Him. She may not let her children suppose there are any elements of human culture which are alien to God. She may not permit her educational efforts to be limited to the religious alone. She must teach all truth and only she can define the terms by which that is to be accomplished."

Bishop Leven spoke next of the Church's role in keeping education free from state control. The dictator's first step is to abolish the Church school. "It is the private school," declared the Bishop, "and in the United States this means especially the Church school, which proves and maintains the freedom of education. This freedom is maintained not only for itself but for all educators and all education. The school which is not managed by the state is in accordance with the realities of history and the philosophical foundations of education. The Catholic school has never been and never will be a complement subordinated to the political power. . . . It is to be hoped that the sobering re-

appraisal of American education currently in fashion may result in a greater appreciation of the role of the Church school. . . . The Church has always been ready to accept the obligation to strive for the highest excellence in her schools. She has never been smug nor content with mediocrity. She holds the highest ideals before her teachers and demands the most heroic efforts of them. . . . Christ gives the call, He gives the command. Christ gives the responsibility, He gives the ability. And it is He who gives the reward."

The Most Reverend Lawrence F. Schott, Auxiliary Bishop of Harrisburg, was the speaker at the first meeting of the vocation section. His subject was "Educating Towards a Sense of Vocation." Early in his address he called attention to the fact that "our subject is as wide as the world and includes the supernatural realm in the mysterious way in which God distributes grace as He wills, 'Spiritus spirat, ubi vult' and yet it is also a subject that is as individualistic as the number of persons present—it is different for everyone, many will say, and there is great force of argument for their opinion.

"Because of this wide view many people have excused themselves from working for the development of vocations—they say in one way or another, that a vocation is God's special prerogative and they do not wish to meddle. Some very good people have thought and acted in this manner. This attitude tells only part of the story—it neglects that fundamental consideration of how God normally deals with men; namely, in a human way."

Our objective is to work in a human way for the developing of the sense of vocation, in other words, to prepare a suitable climate in which the seed of vocation will germinate and fructify. "We who are in this field must give to our efforts the direction which will accomplish this good cultivation." The Bishop then suggested a program consisting of the following points:

Emphasize the Spiritual. In human living the natural easily overshadows the supernatural. An age like ours glorifies the material elements and threatens to obliterate the spiritual. This paganism seeps into all of us; the young become its victims because they do not know any better. "It is our serious responsibility to remind them constantly of the spiritual world until it becomes just as real to them and alive to their thinking as the natural world which they see and feel and hear and meet through the doorway of their senses." Religious teachers remind the young constantly of the spiritual realities.

Get them to know and use Jesus Christ. They must give their souls to Him. Our Holy Father Pius XII says, "It is from a family which has been strengthened, invigorated, vivified, and sanctified by the Eucharistic life that priestly vocations develop and grow." A more intense Eucharistic Life will produce more religious vocations and prepare the way for their sturdy growth.

Develop and expand their prayer life. In prayer is our strength. "Not only must there be in this program

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By SISTER M. EVELYN, R.S.M.

Mount St. Agnes High School, Baltimore 9, Maryland

Add the "Why" to the "How" in Arithmetic

Here is a lucid telling of how the elementary teacher can simplify for pupils arithmetical procedures which have always been stumbling blocks for many.

Sister Evelyn, now teacher of intermediate grades, has taught on all levels from the third grade through senior college, in several states: elementary grades in Macon, Ga.; Mobile, Ala.; Washington, D. C.; and Baltimore, Md. She taught on the high school level at Mount de Sales, Macon, Ga.; and at Mount St. Agnes College, Baltimore, Md., she taught college English. Sister is a graduate of College Misericordia, Dallas, Pa., and she attended Spring Hill College, Mobile, Ala., and Catholic University of America.

NOWHERE in the educational field to-day is attention focused more sharply than upon the teaching of mathematics. Faced with a demand that high pressured assembly lines cannot supply—the demand for men with sufficient knowledge and skill in mathematics to cope with the problems of modern scientific research and technology—educators responsible for the framing of the curriculum on secondary and college levels are concerned with finding a new approach that will correct the weaknesses that lie at the root of the current crisis. When the new curriculum appears, it will bring not merely a redistribution of subject matter but also a shift of emphasis from a multitude of rules and formulae for finding an answer, to the whole structure of meanings underlying the discipline. Even on the elementary level this shift of emphasis must make itself felt if the children are to be adequately prepared for the "new look" of mathematics that will appear strange even to their teachers.

Meaning Need—an Intellectual Grasp

It is true that stress on meaning in the grade schools is not of post-Sputnik origin, but at times *meaning* has been interpreted as expressive of what is socially significant or of practical value in the child's daily life. The *meaning* that is needed now is an intellectual grasp, commensurate with the child's degree of mental maturity, of the basic principles underlying the number system and the four fundamental operations in integers and fractions. In other words, he must know not only the *how* but also the *why* of the arithmetic processes.

Because these principles seem so self-evident to us, we teachers are sometimes unconsciously guilty in our own way of the fault of the professor whose student was summoned to the dean's office to give an account of his failure in a course. "I seem to understand the beginning of his lectures," the boy explained, "but he always ends up with two words I don't understand."

"And what are the words?" inquired the dean.
"The inference is obvious."

In teaching children, it seems safer to belabor the obvious than to assume that any principle, process, or term is clear to them without full and careful development from the concrete to the abstract, or that they will make the transition from the squares and circles of the teaching aids to the world around them in applying number concepts. A few notions that are basic but that were seldom made explicit in the older texts are, I believe, deserving of much more emphasis than they ordinarily receive.

Computation and Comparison

Arithmetic processes can be used for two distinctly different purposes: to compute quantity to find the answer to questions "How many" or "How much," and to make comparisons to find the answer to the questions "How many more or less," or "How many times as much." In higher mathematics, the latter notion of making comparisons to express relationships is by far the more employed, and I wonder if some of the difficulty that many students experience in high school mathematics does not arise from the fact that they are trying to picture abstract relationships as concrete quantities, because to them "the inference was never obvious" that numbers can express different ideas.

In solving problems of the first type there are only two things we can do with numbers, and consequently with the beads or circles or whatever visual aids we use to concretize them for children, and that is to put them together or to take them apart. A phrase like "How many altogether" is a clue to addition or to multiplication, which is only a short form of addition used when we want to combine equal sets of numbers. We can take one set away from another, or break an aggregate into sets. For this we use subtraction to find how many things are left, and division to find how many things are in one smaller set or into how many smaller sets a group may be divided. The fact that the same concrete number can be either a product or a dividend depending upon whether we go from the parts to the whole or the whole to the parts is an important concept in understanding the relation between the multiplication and division processes.

Problems dealing with the comparison of numbers are a bit more abstract and require a bit more reasoning power on the part of the child. To illustrate them

the teacher can use two sets of counters and lead the child to see that he is looking for the difference between the sets of numbers to answer such questions as "How many more than," "How many less than," or "How many times as much as." Although he uses the same processes as in the first type to find the answer, he is not always physically putting together or taking apart the concrete objects in his problem. No little confusion arises in the mind of the child who really tries to think through the problem, if he is shown an illustration of combining numbers and given problems in comparing them without having the difference pointed out, an ambiguity found even in textbooks. Word clues are helpful but they cannot take the place of careful thinking, since "more than" or "less than" may require either addition or subtraction, and "as much as" or "as many times as," either multiplication or division, depending on the given facts.

Understanding Arithmetical Symbols

Even though a child understands what he is doing in manipulating concrete objects in solving a problem, he will not recognize its arithmetical expression until he knows how to translate his understanding into the numerals and other symbols of arithmetic. He must see that the written number is always a symbol for something. It may be a concrete number to stand for concrete things, or an abstract number to stand for the number of sets he is using or the relation of one set to another. (Young children would not be expected to call them by these names, of course.)

Function of Zero

Of utmost importance is an understanding of the grouping process in our number system and the function of the zero as a place holder. In a number like 250, the child should see that the 5 stands for five groups of units, but its position in the second place to the left indicates that there are ten units in each of the groups. Similarly, the 2 stands for two groups of units, but its position in the third place to the left indicates that there are one hundred units in each of these groups. Many children can recite "units. . . tens. . . hundreds. . ." without ever grasping the idea that two groups of hundreds are equal to twenty groups of tens, or to two hundred ones. When he realizes that where he puts a number carries as much meaning as the number which he writes, and that the zero is used to keep the other numbers in their proper places, a great many of the so-called zero difficulties will disappear.

Reading the Algorithm

The placement of the numbers in the algorithm (the expression of the problem in abstract numbers to indicate the process) is equally important. The understanding of proper alignment and of the carrying and borrowing processes depends on the understanding of the group arrangement in the number system. A

trouble spot for many children is in recognizing that the number to the right of the minus sign in the horizontal form of subtraction must always be taken away from the number on the left, and in the vertical form, that every figure on the bottom must be taken away from the number on the top. Requiring the child to turn each algorithm back into a sentence helps to clarify the meaning for him and gives the teacher a ready means of checking his comprehension. The expression $3 + 4 = 7$ should be read, "If I put three and four together I will have seven," and $12 - 4 = 8$ as "If I take four away from twelve, I will have eight left."

Even though the product will be the same, the multiplier and the multiplicand are not interchangeable. The multiplicand indicates the number in each set and should be placed at the top in the vertical form and to the right of the sign in the horizontal form. The multiplier indicates the number of sets we are combining and should be placed beneath the multiplicand or to the left of the sign in the horizontal form. Children usually know that the number on top is the multiplicand, but they sometimes have a very hazy notion of which number should be placed there. When he sees 6×2 , the child should be able to say "Six sets of twos are twelve," and 2×6 , "Two sets of sixes are twelve." Concept charts with small pictures arranged in groups are helpful in showing the difference in the two concepts.

In all forms of division the placement of the dividend, or number to be broken into sets, should be stressed. The meaning of the divisor depends on the data given in the problem. When the divisor means the number in one set, the quotient means the number of sets, and vice versa. Again, the relation between the three terms in division and the corresponding terms in multiplication should be pointed out. The child should

Three seniors: Maurice Armijo, John Jaramillo, and Martin Purley participate in the flag raising ceremony at St. Catherine Indian School, Santa Fe, N. M.



be able to read 18 divided by 6 as "How many sixes are there in 18?" or "If 18 is divided into six equal parts, how many will be in each part? If the problem is one of comparison, the expression should be interpreted "18 is six times as large as what number?" The expression "goes into" is inaccurate, since three sets of sixes or six sets of threes are already contained in 18. "Eighteen contains three sixes" is a more meaningful way of stating the division fact.

Equality

The lowly little equal mark is one that is frequently misunderstood. Most children will tell you that it means the answer, and seldom realize that it is the indicator of why the answer is the correct one. As a matter of fact, *equals* may mean a number of things—the same quantity, the same monetary value, the same size, the same relationship. If we ask the children, "How are these things equal?" they will begin to observe more carefully likenesses and differences, an ability basic to all learning.

Fractions

The formal study of fractions in the fifth grade is a step that requires careful preparation, since the degree of a child's mastery of decimals and per cents in the upper grades depends almost entirely on how well he understands common fractions. A decimal is only a fraction with a denominator of ten or a multiple of ten, incorporated into the place value system by the use of the point. A per cent is only a fraction with a denominator of one hundred, written in a more convenient form for business and other purposes.

Although he has met halves and fourths in the lower grades and knows them as parts of things, the child is not aware of the mass numbers existing between the integers he has learned to count by, and teaching him to understand and handle these new "two-story" numbers requires time and much practice. Trying to present too much too fast defeats its own purpose in the end.

Basic to the understanding of fractions is a clear notion of what constitutes a unit. If the child thinks of it only as one's place in reading and writing numbers, he will have a difficult time understanding fractional parts of a set. He must see that a unit may be one set of things as well as one individual thing, and whether or not a thing is considered a unit depends on how we are using it. For example, if we are talking about five individual cakes, each cake is a unit, but if we are talking about a dozen cakes, the dozen becomes the unit and each cake only one twelfth of the unit.

A Unit Divided

Since every fraction means that a unit has been divided into a number of equal parts, indicated by the denominator, and we are using a certain number

of these parts, indicated by the numerator, it is necessary to see in every case just what has been divided. In an expression like $\frac{1}{2}$ pound, the unit is the pound, whereas, in an expression like $\frac{1}{2}$ of 8 marbles, the unit to be divided is the group of eight.

In addition and subtraction, the fractions are usually parts of concrete numbers that have already been divided, and the problems require us to put them together or to take them apart. In finding the common denominator, the child must understand that he is changing the parts to equal size because only like things can be added or subtracted. If he is reminded that one shoe, size ten, plus another shoe, size ten, does not equal a pair of shoes, size twenty, he can see why he may not add or subtract the denominators.

In the multiplication of fractions and whole numbers, the placement of the numbers in the algorithm is important for it carries the meaning of the process. For example, $8 \times \frac{1}{4}$ indicates that we are combining eight parts to make two wholes, but $\frac{1}{4} \times 8$ indicates that we are dividing eight things into four equal sets and using one of those sets. In multiplying a fraction by a fraction, as $\frac{3}{4} \times \frac{1}{2}$, the child should be shown that one thing has been divided into halves, and then one of these halves has again been divided into four equal parts, and we are taking three of these parts.

In dividing by a fraction, we can read an expression like 6 divided by $\frac{1}{3}$, "How many one thirds are contained in six wholes?" or "Six is one third of what number?" If we say $\frac{1}{3}$ divided by 6, we mean that one unit has been divided into three equal parts and one part divided again into six equal parts. The quotient is the size of one of these smaller parts. In more advanced work in fractions, the expression is used for comparison and means " $\frac{1}{3}$ is six times as large as what number?" In teaching the inversion of the divisor, beginners can be shown the reasonableness of it, because they know there must be twice as many halves and three times as many thirds as there are units of things. Later on they can be shown the mathematical reason that if division is expressed as a complex fraction and both terms are multiplied by the reciprocal of the denominator, which does not change the value, the denominator becomes a one, which may be dropped, and the numerator becomes a multiplication example with the reciprocal as the multiplicand.

It should be pointed out to children in learning comparison, that all comparisons must be based on something; that is to say, a number is a half only when it is a half of something, and that *something* is the base. If he can grasp this, he will not have too much trouble later on in learning that base and percentage are the two terms of a comparison, and the rate is the relationship between them.

The Importance of Drill

Common experience proves that the greatest single cause of errors in arithmetic is poor mastery of the

basic facts, that is, of the four fundamental operations with the numbers from 0 to 9. (However, the zero facts should not be presented until the child learns the need for them as place holders.) This weakness is not a reflection on the primary teachers, since, like any other skill, these must be constantly reviewed and drilled in every grade if the children are to be able to work with the speed and accuracy demanded by the material of the grade. The pressure of a too heavy course is often a temptation to omit this drill, but all the skills suffer if we do.

Thinking through the concepts involved in each type of problem, finding a suitable way to illustrate them concretely, teaching the correct way to write and to read the algorism, and providing sufficient meaningful drill to fix the facts and skills in the memory of the child is a task that challenges the ingenuity of the most experienced teacher, but we must find a way to meet the challenge if our youngsters are to be prepared to meet and solve the problems of the space age.

Echos from Philadelphia

(Continued from page 116)

vocal prayer, but there must also be at least the beginnings of mental prayer, the natural result of the proper and skillful use of our higher faculties reaching towards Almighty God. Prayer is the light and life of a supernatural vocation. . . . Prayer must become as normal to our spiritual lives as breathing is to our physical lives."

The young must be taught the reality of grace. A vocation becomes a reality only through the growth of grace. His grace captivates us so completely that our hands become His hands to do His work in our day. Only mortal sin kills God's grace.

Concentrate their attention on virtuous living. "They must cultivate, with repeated actions, the habits that become natural virtues and serve as the foundation for a spiritual vocation. . . . A religious vocation is the most tremendous assignment that even an all-powerful God can give to weak mortals and there ought not to be any surprise that it requires for effective accomplishment the best natural virtues energized by the supernatural life of grace."

A sense of vocation will be developed only in a supernatural atmosphere. We must make them realize that the standard under which we battle is a consuming love for God and for God's people, our neighbors. ". . . young America will volunteer—enlisting for life in the battalion of Christ—and they will win back our word for its Redeemer."

The Right Reverend Monsignor Joseph G. Cox, pastor of St. John the Evangelist, Philadelphia, a veteran educator, took as his subject, "The Integrated Religious Personality and Attraction to the Religious Life." He spoke particularly of the part played by the in-

dividual Religious in attracting boys and girls to the religious life. At some point in every vocation the influence of a Religious, whether brother or nun, becomes the predominant and determining factor in the decision of a boy or girl to enter the religious life. The speaker turned his attention to the discussion of certain basic qualities in a Religious that contribute to the power of the individual in attracting young men and women to religion.

"First of all," states Monsignor Cox, "it seems to me the Religious should be a happy person. . . . Young people . . . must be made to see that the religious life is a happy one, in which a happiness can be achieved that is not possible in any worldly avocation. . . . The well-integrated or well-balanced Religious must reflect to those she teaches an inner happiness."

The two fundamental virtues that make for happiness are obedience and humility. The speaker brought home to his hearers through practical examples the difficulty of obedience. "It is not easy to be refused permission for something you think to be reasonable, or to be assigned to something you think is unreasonable. . . . When the stormy conflict between our own wills and that of our superiors is stilled in the name of holy obedience there results a peace of mind that is beyond understanding."

Humility enables us to see ourselves as we really are; there is nothing degrading or debasing about it. "It was Divinity who took the hand of a little child and said, 'Whoever, therefore, humbles himself as this little child, he is the greatest in the kingdom of heaven.'" The religious who is cynical, sarcastic, jealous, arrogant, faultfinding attracts no one to the religious life.

The practice of humility and obedience is not possible without charity, in the true spiritual sense of the term, a love for people and particularly for children. "It is the triumph of charity to reach out to all and to love and perceive the image of God in all."

A sense of humor is indispensable to the integrated religious personality. A teacher must be able to smile at the foibles and vagaries of youth. Yes, a sense of humor is a most valuable asset in the life of a Religious or of a teacher.

Monsignor Cox then tells us that it is very important in attracting vocations that the Religious be a good teacher, "one who really communicates knowledge, makes it live, applies it to life in terms (the pupils) can recognize." The teacher who reflects the virtues of justice and fairness in all dealings with students inspires confidence and respect and will inevitably attract vocations.

At times the pall of routine threatens the sense of dedication in a Religious. If teachers wish to attract the young "there must be a vitality and holy enthusiasm about what they do, a fire in their personal religious life and in their teaching that will light the footsteps of the young to the feet of Christ and His holy Mother."

I. G. Y. in Orbit

Here is how one school used the International Geophysical Year to motivate pupils of grades three and four. The interest was not restricted to geography and science but flowed over into the English period in a very heartening way. With the intended extension of this year, other schools may draw inspiration for planning their own tie-in for the present school year.

Sister Mary Gertrude combines the duties of Mistress of Juniorate and teacher of grades three and four. She has variously been teacher of elementary grades; principal of grade and high school, for fourteen years; and Mistress of Novices for six years. She has an M.A. in Latin from Catholic University of America and has pursued graduate studies in education at St. Louis University and at Mary Manse College, Toledo, Ohio. She is the author of *Ursulines in Training*, a study based upon the counsels of St. Angela Merici. This work is intended for the guidance of young Religious in novitiates and juniorates.

EVEN IN OUR ONE-WORLD of today it is a long way from Italy to Saint Angela Hall, Toledo, Ohio. For the third and fourth graders of that school, however, the Better World Crusade, as spear-headed by Father Ricardo Lombardi, S.J., of the Pope Pius XII Center for a Better World, has been a motivating force in the Christian Social Living curriculum. Religion, reading, and the social studies stress the individual child's responsibility for working for a better world.

The late Monsignor Johnson's constant plea for "Better men for better times," as well as our Holy Father's impassioned desire for a "Better World," united to make the children emulate the Boy Savior here and now. That meant that the Boy Christ would work, study, and play with them each day at home and at school.

Little did some of us realize last September that during the 1957-1958 scholastic year, the International Geophysical Year would offer new opportunities for the presentation of the Christian Social Living principles. This great scientific undertaking would be an advantageous medium to help the children develop "the ideas, the attitudes, and the habits that are demanded for Christlike living in our American democratic society."

Motivation in Package Form

Here was motivation in package form. What possibilities had it for developing concepts and developing character? The September *Teacher's Study Guide of the Junior Catholic Messenger* had the answer in the suggestion that I. G. Y. teams be organized to gather

further information about weather, volcanoes, ocean currents, and similar topics. This appeared to be a helpful and profitable suggestion. Would the diocesan course of study suffer? Why should it? The plan provided an opportunity for curriculum enrichment, timely, current, understandable, and within the range of third and fourth graders.

That this is particularly true today seems evident from the fact that a twelve-year-old boy has been able to make plans for being shot into space and for returning to earth. Indeed may not many of us visualize our present pupils as future possible passengers on interplanetary expeditions?

Launching Platform

A language lesson on abbreviations which included the then mysterious initials I. G. Y. was the launching platform for the introduction to International Geophysical Year. That it was "in orbit" was plain a few days later when a group of Future Teachers of America visited Saint Angela Hall. The children were told, "Some young ladies from Saint Ursula Academy will visit you today. They belong to a special organization. These girls hope to be teachers some day and their group is known by three initials. Does anyone know what these three initials are?" Julie ventured, "I think the initials are C.I.O." Tom who had often heard his father talk of the C.I.O. corrected, "Julie, I think you mean C.Y.O." By this time the F.T.A.'s from S.U.A. were at the door so the puzzle was dropped.

Sister, Do You Know . . . ?

However, when the observation was over, the interest in alphabetical enigmas continued. At noon one lad questioned a friendly sister with, "Sister, do you know what ICBM means? No, it not a joke." A high-school teacher, amused at John's explanation, invited him to tell her class about intercontinental ballistic missiles. Brief case in arm, the youthful professor gave his first science lecture to an attentive and surprised group of encouraging sophomores.

Not very long ago some teachers were surprised at the statement of a geophysicist about the penetration of the minds of three- and four-year-olds into the ideas of space travel.

Even if the enthusiastic plans for space travel do not materialize for our children, the investigations into International Geophysical Year activities this past

year have been profitable experiences, at least for the children of Saint Angela Merici Hall. The experiences have been highly beneficial for the concepts developed, the attitudes manifested, and the appreciations evidenced both at home and at school.

Apt Quotes in Religion, Science Classes

In both the religion and the science classes, a favorite quotation from Pope Pius XII was often repeated. "Open up the secrets of nature for the greater glory of God." This statement helped to open the door for the discovery of appropriate verses from the Psalms. The families of some of the pupils invested in Bibles, and two families realized that the King James version is not the correct one for Catholics. Soon home work papers sparkled with such verses as: "The earth is the Lord's and the fullness thereof"; "Thou hast made the moon to mark the seasons"; and "In the beginning thou didst establish the earth, and the heavens are the work of thy hands."

Debbie's parents, eager to have their darling cooperate thoroughly, made the assignment really a family one by guiding the little third grader in selecting and copying Psalm XCII.

Similes with Aid of TV Programs

In religion class Father inspirationally correlated scientific information with religious truths. One afternoon Father compared notes with the children on the highlights of the Disneyland TV program on Antarctica. Then he brought out striking similes: Actual grace in conquering temptations is like to the detectors used on the icy wastes at the South Pole. "What is your detector?" "Yes, conscience. Beware of danger. Stay away from bad companions."

Reading comprehension seemed to grow as the children gathered clippings from magazines and papers. The children's scrapbooks, on display at Open House, revealed the fact that interested parents were also using scissors and paste. Many books bulged with clippings of missiles, satellites, rocket platforms, and space travel, while others were made up of valuable clippings and pictures about Antarctica. Still others evinced a family interest in weather balloons, ocean currents, and earthquakes. A few included editorials such as "Sputniks speak of God."

A Run on Library Books

The books taken from the library shelves deal with weather, travel, and astronomy. *The Earth Satellite* by John Lewellen, with foreword by John P. Hagen, was a favorite. Science fiction held quite an attraction for some. One chuckle-provoking story was *Mr. Popper's Penguins*. Always in circulation was *Miss Pickerell Goes to Mars*.

Several "future scientists," as they styled themselves, showed an appreciative understanding of the editorial cartoons in their diocesan weekly. The children especially liked the one "Proclaim God's Glory!" which

showed Pope Pius XII leading space scientists to admire the celestial bodies. Of scientists who do not realize how wonderful God-made moons are, little Susan writes, "What are scientists compared to God? They are nothing, plain nothing."

Some favorite quotations began to decorate the bulletin board. "Prayer outflies the rockets" was surrounded by colorful rockets similar to the one which Sandra who has manipulative and artistic ability made for the classroom door. When she wrote a story about satellites, she expressed the hope that "the new satellite launching will be successful. I made a sample of a rocket. I hope Vanguard will be successful like the one I made." Her rockets won the admiration of her classmates. In no time other children were bringing in cardboard mailing tubes which were pressed into service for larger and better rockets.

One morning two ragged-looking stocking dolls appeared in the science corner. A star-decorated placard was labeled "Just arrived from Mars." Attempting to be a ventriloquist the exuberant manufacturer held an impromptu interview with the recently arrived dolls and thus acquainted the class with conditions on Mars. One could readily note what Mary Jane had gleaned from her reading.

Emphasis Shifted to Antarctica

With November and the approach of winter the emphasis shifted somewhat from satellites and rockets to expeditions to Antarctica, to the weather stations, the icebergs, and the penguins. Operation Deep-Freeze III became a reality to the children after articles captioned: "Jesuit's Destination Is Ice-bound Antarctica," and "Ex-Toledo Jesuit Gets South Pole Assignment," describing the work of a former Toledoan, Father Henry Birkenhauer, S.J., seismologist at John Carroll University, appeared in the *Catholic Chronicle*.

A language unit at this time called for letter-writing. Why not write letters to Father and promises of prayers for him and the men in his delegation? This

Three Future Teachers of America: Elaine, Sally, and Rose hear about the Arneb from Susan and Robert. Richard shows Mary Lou (F.T.A.) the location of Wilkes Station in Antarctica.





Susan, a Future Teacher of America from St. Ursula Academy, studies planetarium with fourth graders, Angela and Elizabeth. Photo: Courtesy of the Toledo Blade.

assignment, motivated as it was by the announcement that the letters would be mailed to Father, aroused painstaking care and labor on the part of both the girls and the boys. Their childish letters met with a prompt expression of appreciation. This in turn called for more letters, more prayers, more interest, more motivation in language, spelling, reading, geography, science, religion. And some of the letters must have warmed the hearts of the men down under.

Presently morning prayers included a Hail Mary for the eleven scientists and the seventeen Navy men headed for Wilkes Station. It is impossible to relate the real joy manifested when the children heard that six of the group had been baptized on board the *Arneb*. And how the third and fourth graders rejoiced when they learned that eight of their newly acquired friends at the South Pole meet each evening at seven o'clock and recite Mary's rosary!

A Slow Reader Contributes

One day a slow reader brought in a large map of Antarctica. This contribution resulted in Bob being made head of an I. G. Y. team. "Deep-Freeze Reading Group" now had some pre-eminence: they gave the daily report on the day's temperature. They also, at times, evidenced a slight superiority when one or other of the group would announce, "Sister and Class, the temperature today at 7 a.m. was 14°." Conflicts arose as to whether the daily paper or the radio announcer was the correct authority. At any rate the temperature was charted for the Toledo area and frequently a reference was made to the possible forty, seventy-six, or even a hundred degrees below zero at the South Pole.

"Just Image Land" soon mushroomed on an abandoned sandtable. Snowy Christmas blankets covered the area. The windswept wastes had a rookery for a penguin colony. Salt and Pepper shakers, penguin-shaped, toy penguins, home-manufactured penguins appeared, for all the world as Father Birkenhauer described them "the sad type that goes around with his flippers at his sides looking at the ground with his shoulders hunched in a mood of deep despair . . . the exultant type sticking his beak up, crowing, or gurgling or chortling . . . the sociable type, two of them, looking at each other and moving their heads in rhythmic pattern."

Deborah Nondismayed

One day two tiny Japanese dolls came to school. Third-grade Deborah felt that they belonged in Antarctica. Grown-up fourth graders claimed that in the clothes they were wearing the dolls belonged elsewhere. Hopefully Deborah asked, "Could I have them looking at the rockets? We could make a sign." The Japanese mamma would say to the little Japanese boy, "See the satellite." Needless to say the dolls were guests until the dismantling of Antarctica at the end of the year.

An article "We Are Living at the South Pole" by Paul A. Siple in the July, 1957, *National Geographic* had interested some of the parents. The photographs by David S. Boyer of the National Geographic staff stimulated the imagination of several lads. Soon appeared small imitations of South Pole prefabricated buildings for the setting up of Wilkes Station at the other end of "Just Imagine Land." Through the feigned glass roof of a small chapel, one could see a priest vested for Mass, with two Navy men serving.

Foam rubber and styrofoam made a harbor for the ice-packed sea that the ice-breaker *Atka* had to clear for what was now our ship, the *Arneb*. From a hobby shop came a ship for Bill to construct. Bill, an orphan, had used two dollars of his birthday money for his part of the project. How proud he was of his ship there in the harbor ready to unload! Suspended from the light fixture in the classroom was not a Globemaster but a PAA with a nearby helicopter ready to alight.

Trip Charted on Large Map

The log of the trip was charted on a large map. Charts and posters were designed using information taken from Father's letters from Panama and New Zealand, and geographical knowledge increased as the youngsters located Norfolk, San Salvador, Windward Pass, Panama Canal, New Zealand, Antarctica. Two fourth graders were perplexed at the idea of sailing to New Zealand and over the Pacific. "Why didn't they just sail south over the Atlantic?" In triumph a third child produced a newly acquired map showing McMurdo Sound almost directly south of New Zealand along the 173° meridian. Then a few fourth graders

(Continued on page 125)

By **SISTER MARY IRENAEA, C.P.P.S.**

Regina High School, 5400 Fenwick Avenue, Norwood 12, Ohio

Our Science Program: Why? Whither?

A balanced consideration is given to the titled questions.

Sister Mary Irenaea, recipient of a National Science Foundation Fellowship to St. Louis University for this past summer, twice received awards for outstanding student exhibits: in 1956, the Kroger Award from the Ohio Academy of Science; in 1957-58, recognition from the Engineers Society of Cincinnati. Sister is a graduate of the University of Dayton; she has an M.A. from Catholic University and a certificate in theology from St. Joseph College, Collegeville, Indiana. For seven years she was science teacher and principal at St. Joseph H.S., Wapakoneta, O. For the past nine years she has been teacher of chemistry, physics, and biology at Regina.

EVER SINCE Russia put Sputnik I into the heavens, the American people have been overwhelmed with statistics showing that our public schools are not training students in science, pointing out our lack of scientists, and hinting that the educational system of a materialistic nation surpasses ours.

As Catholic educators, we too, might be concerned over the scientific advance of a materialistic nation. We, who have the advantage of imbuing students with supernatural as well as humanitarian motives, might stop and question why there are so few American Catholic names among the science "greats."

Only one American Catholic has been the recipient of the Nobel prize, a mark of eminence in the scientific world. The Pontifical Academy of Science lists only two American Catholics and the National Academy of Sciences only four.¹

A Partial Answer

Undoubtedly, a partial answer to our lack of eminence in the world of scientific research lies in the fact that our colleges are not highly endowed institutions; they have not the money to put into the equipment essential for advanced research; large grants are more readily given to those institutions that already have a "name." But could another reason be that we in the secondary schools are failing to develop potential scholars because we do not sufficiently stress intellectual development?

The American Association for the Advancement of Science recently conducted a survey of 35,000 high-school students to ascertain their attitude toward science and scientists. Some of these students later appeared on a television program.² Their impressions of scientists ranged from "lonely people doing monotonous work" to "eggheads" to "queer, little bald-headed men." Objectively, these students realized the impor-

tance of the work of the scientist, but subjectively, they wanted no part in that work.

Students Reactions

Watching the program, I wondered, "What would have been my students' reactions to this survey?" The question was answered next day in chemistry class. Most of the students felt that the ideas presented by the teenagers interviewed were colored by too much science fiction reading, but at the same time they admitted that science as a career had little appeal because the only scientists they ever heard of were "old men, at least fifty years old." And youth with its dreams wants to accomplish great things in a short time.

What can we do to make science careers attractive to our students? There can be only one answer. We must develop in them an intellectual curiosity, a mind that questions, a mind that wants to know *why* a thing is and not just *that* it is. The day is over, if it ever really did exist, when students can sit passively in a class and have facts dictated to them.

Need Grows Constantly

But no one gives what he does not have. A mind that is stagnant is not likely to stimulate thoughts to flow in the minds of others. What does this mean? It means that we teachers must keep our minds consciously active, constantly growing. This is true of all teachers but it is especially true of the teacher of science. The science we learned in college is not a static body of facts that we can parrot to our students year after year. Certainly there are the basic, unchanging, scientific principles which must be presented, but emanating from these is that vital science which is constantly unraveling more and more mysteries of the universe, constantly discovering more and more of the thoughts of God. How can we keep up with all of this? The answer is obvious—read, read. It should be a "must" that every science teacher subscribe to and read faithfully at least one professional journal. Thus will the teacher keep abreast of the progress in his or her own particular field and will be able to discuss these new ideas with students. It is today's happenings that absorb the interests of youth, and teachers as inspirers of youth simply cannot ignore or by-pass these interests.

Keep Own Project Going

An interest catalyzer readily available to any of us science teachers is the keeping of some project of our own going in the laboratory; something at which students can see us work; something that we let stand and that makes them curious enough to ask questions. It need not be a momentous problem in research—just growing plants in nutrient solution, or keeping strains of fruit flies going for the heredity unit, or extracting the coloring matter from leaves. With all the interest in radioactivity, some interesting work can be done with radioactive isotopes. A booklet entitled "Laboratory Experiments with Radioisotopes for High Schools" can be obtained from the Superintendent of Documents, Washington, D. C., and gives some really fascinating suggestions. But anything that will awaken curiosity in the student is worth the effort.

Learning more about less and less is a pleasant process in this biology laboratory of Mother Cabrini High School, New York City. Mastering an understanding of cell maturation can be easy and interesting when it is presented graphically as is done here.



Develop Proper Concept

In our efforts to stimulate scientific interest in students, it is most important that we do not neglect the development of the proper concept of science itself. With some people, and we teachers may be among them, the word *science* has been identified with technological success, the building of mathematical computers, the tools of medicine, the comforts of our homes that science has provided. But science is more than this. Science today treats of concepts that are abstract, beautiful, demanding imagination and demanding something else—can we not say "faith"? Faith means to accept truth on the word of some one else. In science we do this constantly. How do we know that molecules are in motion? How do we know that the atom is made of tiny particles such as protons and electrons? How do we know that there are such things as cosmic rays? Does not the scientist every day accept

the work of another for experimental results, data compiled, reactions observed? Do we not accept many scientific theories without concrete, positive proof? Faith is basic to science and this truth must be firmly planted in the minds of students.

There is no conflict between true science and religion. For how can there be a conflict between truth and truth? Writing in *Science*, Dr. Warren Weaver states: "I would suggest that an absolutely critical distinction between science and religion may be that science never will and never can actually reach the final goal of perfection, whereas religion can do so and has done so."³ Science is an intellectual virtue bringing about the perfection of man, but it takes "Wisdom" to perfect man as he should be, for "Wisdom" gives man the ultimate explanation of all knowledge gained through science.

Warning: Avoid Unbalance

Perhaps a warning might be in order. Despite our need of trained men and women, we cannot let the current panic over our lack of scientists blind us to the primary aim of education, the development of the whole person. Especially is this true on the secondary level when character is being formed and personality developed. What will it profit us if we train brilliant scientists only to find they have no feeling for their fellow men, no love of the culture handed down to us from past generations; men so enamored of their own success and talents that they refuse to recognize their dependence on other men or on any higher power. Nazi Germany had so perfected its technology that it could make lamp shades of human skin, but who would want to study under such a light? We must produce young men and women, who "possess wisdom as well as knowledge; compassion as well as high personal standards; convictions as well as disciplined reasoning; sensitivity to beauty as well as tough-minded ability to distinguish between the genuine and the counterfeit; individuality as well as willingness to work together with others toward a common goal."⁴

¹ Edward G. Reinhard, "American Catholics and Scientific Research," *Catholic University of America Bulletin*, 24, No. 3, p. 1 (January, 1957).

² "Wide, Wide World," CBS, December 1, 1957.

³ Warren Weaver, "Science and the Citizen," *Science* 126, No. 3285, p. 1229 (December 13, 1957).

⁴ Honorable William Benton, publisher *Encyclopaedia Britannica*. Quoted in *Denver Catholic Register*, August 8, 1957.

I. G. Y. in Orbit

(Continued from page 123)

became curious about longitude and latitude.

The project, one of the highlights of the year, continued to hold interest until June, when the pupils evaluated it in a story, "What I. G. Y. Means to a Third or Fourth Grader." Out came the science books, the scrapbooks, the paragraphs previously written on science topics. The class went to work.

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By REV. G. H. GUYOT, C.M.

St. Thomas Seminary, 1300 S. Steel Street, Denver 10, Colorado

The Story of the New Testament

The Epistles of St. Peter

St. Peter addressed his second epistle to the Christian communities of Asia Minor. New troubles had reared their heads in the years since his addressing his epistle to them. Here is another article in a continuing series.

Father Guyot is professor of Sacred Scripture and fundamental dogma at St. Thomas Seminary. After completing his training at St. Mary's Seminary, Perryville, Mo., he took his licentiate in sacred theology at The Angelicum, Rome, followed by Studies at the Pontifical Biblical Institute, Rome. His memberships include the Catholic Biblical Association and the American Oriental Society. He is a member of the executive board of the NCEA. He is the author of *Scriptural References to the Baltimore Catechism*, *In the Footsteps of Christ*, and *From the Pulpit of the Cross*.

BETWEEN THE TIME of the composition of the first epistle and the time when Peter again took up his pen, nothing is known of the movements of the first Pope. We have already seen that the first epistle was written around 62 or 63 from Rome; in all likelihood St. Peter remained there, unless the persecution under Nero forced him to leave. If so, he soon returned, for it was in Rome, either in 64 or 67, that he underwent martyrdom. As the second epistle indicates St. Peter expected "that the putting off of my tabernacle is at hand," that is, he knew that the time for his death foretold by his Master was near. The time then for the writing of the second epistle is not very long before St. Peter's death. While some authorities hold for 64 as this date, others are inclined to accept 67; the latter date seems better, although not certain. On this basis the second epistle was written not earlier than 65, and perhaps some time during the year 66.

There is no doubt that St. Peter was writing to the same group to which he addressed his first epistle, for he wrote at the beginning of chapter three: "This, beloved, is now the second epistle that I am writing to you . . ." Both epistles, then, were written for the Christians in Pontus, Galatia, Cappadocia, Asia, and Bithynia (cf. I Peter, 1, 1). In the first epistle St. Peter gave encouragement to the Christians who were undergoing persecution and who were suffering because of their Christian name. New troubles had

reared their heads in the years that had passed since the writing of the first epistle. False teachers had made their appearance in various parts of the Christian world; St. Peter wanted to warn his readers against them (cf. 2 Peter, 2, 1ff.) "Deceitful scoffers" would come, men who would scoff at the promise of the Lord to come again and at the thought of the end of the world. Even as St. Peter wrote, there were impious men in the midst of the Christians, men who made false promises concerning freedom, men who distorted the writings of St. Paul "to their own destruction." The present picture was not very bright, and the future picture looked worse. Moved by the Holy Spirit St. Peter wrote his last warning to the Christians who had received his first letter, a letter of exhortation and of encouragement. This one would be more a letter of warning, yet it too would contain words of encouragement.

Style Differs

The language of this epistle is the common Greek of the time, as was the language of the first epistle. Greek scholars have remarked from the early days of the Church the difference in style between the two epistles. Some have thought that this was due to the fact that whereas Silvanus was the scribe of the first letter, another scribe was used for the second one. Others think that there is no need to exaggerate the differences. St. Jerome studied the two epistles very carefully, and while he noted the differences, saying that the style of the first epistle was dignified and that of the second grandiose, he did not feel that the differences were incompatible with the Petrine authorship. He added that Peter had a different scribe helping him in the composition of the second letter. A reading of an English translation of this epistle would not cause any doubts that the involved style of the first epistle is to be found in this one as well, but not to the same extent.

Deutero-Canonical

It might come as a surprise to those not very well acquainted with Scriptural studies to be told that in the early Church this epistle was not very well known and not very well authenticated. It belongs to the seven so-called deutero-canonical books. This calls for an explanation. All the twenty-seven books of the New Testament, including this second epistle of Peter, were

inspired at the moment they were written. Yet it must be noted that the books themselves do not contain any special guarantee of their inspiration; by this is meant that God did not "copyright" these books so that it was obvious to every one they were inspired. These books were spread throughout various parts of the Church; some of them were well known; it was an attested fact that some of them had been written by St. Paul, or by St. Matthew, or one of the other apostles, or by a disciple who was backed by an apostle (St. Mark backed by St. Peter; St. Luke backed by St. Paul). There were some however that were not well known, and it was not always very clear whether an apostle had written them or not, or whether they were backed by apostolic authority or not. For it seems that the practical criterion to determine the inspiration of a book was apostolic authority. The books that were recognized as inspired and as sacred and as apostolic from the very beginning are given the name: proto-canonical books, proto- meaning first; from the very first these books were regarded as inspired and so belonged to the collection of books the Church considered inspired (the canon of Scripture). The books that were not recognized as inspired and as sacred and as apostolic from the beginning are called: deuterocanonical books (deutero- second).

Lack of Evidence of Early Use

There are seven of these deuterocanonical books, and among them is the second epistle of Peter. That it was not well known is indicated by the lack of evidence of its use or even its mention before the third century, although it is possible that there may be an allusion to it earlier than this. Certainly there is no direct quotation from it before Origen (185-254). The epistle gradually did become known, and by the time of St. Jerome, while there was still controversy about it, it was generally accepted as inspired. Today we have no doubt about its inspiration since it is included in the list of books canonized by the Council of Trent. It should be remarked that this does not mean the authenticity is thereby established; Catholic scholars are agreed however that St. Peter is the author.

The epistle begins as did all letters at the time St. Peter was writing; "Simon Peter, a servant and apostle of Jesus Christ." It is interesting to note that in the first epistle it is "Peter, an apostle of Jesus Christ," whereas here Simon is added to Peter, and servant to apostle. The letter is addressed "to those who have obtained an equal privilege of faith with ourselves," while the first epistle is for "the sojourners of the dispersion." As we have already seen, both epistles are addressed to the same group, so the difference is not to be stressed. The greeting is "grace and peace" as in the first letter. (Read II Peter 1, 1-2)

Must Practice Various Virtues

St. Peter links up the opening sentence of his epistle with the greeting, "for indeed his divine power has

granted us all things pertaining to life and piety." These things have come through Christ, who has given them the knowledge of God, His Father; it is also Christ who has given to the Christians "the very great and precious promises," namely, the promises to be partakers of the divine nature. Through Christ, in other words, Christians have received sanctifying grace, which makes them partakers of the divine nature, and through which they are united to Christ as a branch to a vine; because they are united to Christ, they no longer are participants in the corruption of the world. As a consequence Christians have the obligation to add virtue upon virtue to their faith; that is, they must practice various virtues, such as self-control, patience, piety, fraternal love, charity. (Read II Peter 1, 3-7)

The practice of these virtues will make Christians fruitful in Christ; not to practice them will make them like blind men. Let them strive more and more for eternal life. St. Peter continues to remind his readers of these things, even though they already know them; he will continue to do so as long as he is "in this tabernacle," as long as he is in this world and living in the tent of his flesh. He knows that the time of the putting off of this tent is soon, for so he has been told by His Master. Peter's concern for his Christians reaches beyond his death, so he is writing that they may have a memorial of his concern and his preaching. (Read II Peter, 1, 8-15)

Not Telling Legends

Changing from the singular to the plural, St. Peter says that when he and those preaching with him told the Christians about the "power and the coming of our Lord Jesus Christ," they were not telling legends, for they had witnessed the glory of their Master. The witness to which he refers is the transfiguration of our

These fifth grade artists are getting perspective of the beautiful Santa Cruz Mountains from the playground at St. Mary's School, Los Gatos, California. The school is conducted by the Sisters of the Holy Names.



STONEHILL COLLEGE

North Easton, Massachusetts

Stonehill College, a liberal arts College for men and women, was founded in 1948 by the Holy Cross Fathers, Notre Dame, Indiana. It is operated under a charter granted by the Board of Collegiate Authority, Department of Education, Commonwealth of Massachusetts. While offering a Catholic education with emphasis on theology and Scholastic philosophy, Stonehill welcomes young men and women of all religious beliefs.

LOCATION

The campus of Stonehill College comprises 558 acres of beautiful landscaped grounds and woodlands, laid out on the former Frederick Lothrop Ames estate in North Easton, Massachusetts. Though its peaceful campus is far enough removed from the city to give impetus to study, it is close enough to provide students the opportunity to enjoy the cultural advantages of a metropolitan center. Boston is 20 miles and Providence 30 miles from the campus. Situated on Route 138, at a point four miles south of Stoughton and four miles west of Brockton, the College is served by lines of the Eastern Massachusetts Street Railway Company from Boston, Brockton, Taunton, Fall River and New Bedford. The new Fall River-Boston Expressway passes a short distance from the campus. The Route 128 station of the New York-Boston train is a 20-minute drive from the College.

ACCREDITATION AND AFFILIATIONS

Stonehill College is approved by the Board of Collegiate Authority, Commonwealth of Massachusetts. It holds membership in the National Catholic Educational Association and the Massachusetts Council of Teacher Education. Individual faculty members are represented in the various learned societies.

COLLEGE OBJECTIVES

Stonehill College aims to prepare students to meet the demands which are being made upon them by modern social and economic life; and to train them to live their lives in conformity with the will of God. This type of education is based on the Christian view of man as a creature composed of body and soul, created by God for His service in this world and for eternal happiness with Him in the world to come. Education, according to this view of man, emphasizes the fact that man's first duty is the worship of God, and that man's second duty is to be a good citizen of the state and of society. The student's education will not be complete until he has learned that he is a child not only of time but of eternity. The College seeks to provide a balanced program of studies based on the conviction that overspecialization leads to narrowness in vision and judgment, and does not produce a progressive, well-educated man. Through a pattern of courses which avoid specialization or professionalization of subject matter, the student may hope to acquire not only knowledge and understanding, but also sympathy and reverence for the highest ideals of the human race.

FACULTY

Priests and Brothers of the Congregation of Holy Cross (C.S.C.); lay men and women.

LIBRARY

The Library contains over 20,000 volumes in addition to current periodicals and visual aids.

DEGREES

Bachelor of Arts; Bachelor of Science; Bachelor of Science in Business Administration.

DEPARTMENTS OF THE CURRICULUM

- Accounting
- Biology
- Business Law
- Chemistry
- Economics
- Education
- English
- French
- Government
- Greek
- History
- Journalism
- Latin
- Management
- Marketing
- Mathematics
- Philosophy
- Physics
- Psychology
- Sociology
- Spanish
- Speech
- Theology
- Majors

CO-CURRICULUM AND EXTRA-CURRICULUM

Student Personnel Services: Religious activities are under the direction of a priest Director, assisted by other priests of the College. There are 2 student Masses daily. An annual retreat is held. There are special First Friday devotions, and October and May devotions at the Lourdes grotto. Guidance and Placement services are available as well as the services of two College physicians. Freshman orientation is held each year. Lectures are held, and formal and informal social functions.

Student Societies and Clubs: The Student Senate; The Saxon Honor Society; National Federation of Catholic College Students; Glee Club; Speech-Arts Club; Business Society; Crosier Club (Co-eds); Residents Club; Crusaders; Veterans Club; Political Science Club; Debating Society; Monogram Club.

Student publications include: *The Summit*, newspaper; *The Acres*, yearbook; and *The Forum*, monthly publication.

Athletics: Stonehill offers a well-organized program of intramural and varsity sports. Basketball, baseball, and tennis are varsity sports. Intramural sports include basketball, softball, touch-football, tennis, handball and weightlifting.

ADMISSION REQUIREMENTS

The following are required for admission: (1) 15 units of acceptable high-school credit. These units should include a minimum of 3 years of English, 2 years of a foreign language, 1 year of history, 1 year of algebra, 1 year of plane geometry, and 1 year of science. The remaining 6 units may be made up of English, foreign language, social studies, mathematics and science. Of the 15 units not more than 3 will be accepted in commercial or vocational courses. (2) The Scholastic Aptitude Test of the College Entrance Examination Board.

The transfer student: Students from other colleges may be admitted under the following conditions: (1) They must present from their high school work the necessary units. (2) They must give evidence of honorable dismissal and present official transcripts from each institution they have attended since high school. If admitted, the student receives credit only for those courses in which he has received the equivalent of a "C" grade and which are applicable to the course he wishes to take at Stonehill.

EXPENSES

General tuition and fees, per semester. \$260

SCHOLARSHIPS

A competitive scholarship examination is held in December of each year. On the basis of this examination a limited number of full and partial tuition scholarships is awarded to qualified students. Conditions for qualifying for the scholarships are: a high grade in the scholarship examination, a high academic achievement in high school, and need of the scholarship to make an education possible. In order to hold the scholarship for the 4 years of College the student must remain in good disciplinary standing and must maintain a high average in each semester. Stonehill College also provides for students in need a special College Loan Fund.

ILLUSTRATIONS

Opposite page, top to bottom: Stonehill College administration building seen from the front; students and faculty attend services at Our Lady's grotto in observance of the Centenary of the Holy Ghost Fathers who operate the college; co-ed cheerleaders add spirit to Stonehill games when they cheer the "Chieftains"; Stonehill player makes a basket—the game is a popular sport at the College; Dr. Maryalice Moore (in white) holds lab in her chemistry class; winners of the National Science Foundation awards are this Stonehill professor, left, Dr. John J. Reedy, associate professor of biology, and two of his students.

This page, top to bottom: Rev. James J. Doyle, C.S.C., dean, discusses study programs with students; tennis team; some of prize winners at the Mardi Gras Ball—the man from Mars, Topsy, and Harpo get together; speech arts society puts on the play, *The Heiress*; time out for fun—students hold formal dance; college isn't made up just of carefree single students—here is a married young student, father of four, who works as a foundry worker at night, he is winner of the Idletta E. Stone scholarship.



Lord, where God the Father spoke to His Son, as St. Peter had heard (cf. Matthew 17, 1-8). There are other witnesses to the eventual return of the "morning star," namely, of our Lord; these witnesses are the prophets of the Old Testament, who "spoke as they were moved by the Holy Spirit." St. Peter is recalling to the mind of his readers what they had been taught about the second coming of Christ, the Parousia; the glory of Christ manifested at the transfiguration and the promises through the prophetic writings are pledges of Christ's return. (II Peter 1, 16-21)

It is difficult to discover whether St. Peter was referring to actual "lying teachers" in the midst of the Christians to whom he was writing, or if he was looking into the future; the answer is probably that they were present and that more and worse ones were to follow. As there had been false prophets in the Old Testament times, so there were and will be lying teachers in the New Testament era. They go so far as to disown Christ who bought them with His blood; destruction is their end. Yet there are many who will follow their "wanton conduct" but the Christians who do not accept them should not lose hope, for the destruction of these lying teachers is certain. This certainty of destruction is established (a) by the punishment of the angels who sinned, (b) by the flood, (c) by the condemnation of Sodom and Gomorrah. In the midst of the flood God preserved Noah; in the midst of the fire Sodom and Gomorrah, Lot was preserved. So the Christians should take courage from these examples: "The Lord knows how to deliver the God-fearing from temptation." (Read II Peter 2, 1-10)

Attention on Lying Teachers

St. Peter now turned his attention to these lying teachers. In terms that are found in the epistle of St. Jude he described the audacity of these teachers, and described the malice of their lives and of their teaching. They despise authority, they "deride what they do not understand," they "entice unstable souls," these men "are springs without water." They do everything in their power to "entangle" the Christians in their nefarious net. Here St. Peter warns those who might be entangled that their "latter state is worse for them than the former." (Read II Peter 2, 10-22)

This is the second epistle he was writing, commented Peter; he wanted to recall to the mind of his readers "what I formally preached of the words of the holy prophets and of your apostles." What they preached were the "precepts of the Lord and Saviour." He warned the Christians that "deceitful scoffers" will come, men who scoff at the promise of the second coming of Christ. These men look at nature and they argue that as the world has been, so it will be; hence they conclude Christ is not coming to disturb the present order of life. St. Peter summoned these men to listen: "But the heavens that now are, and the earth, by that same word (the word of God which created them) have been stored up, being reserved for fire

against the day of judgment and destruction of ungodly men."

Christians, Take Heed

Let the Christians take heed: Christ "does not delay in his promises." He will come but his coming will be as that of a thief, sudden and before men realize it. His coming will herald a great change in nature, in fact, St. Peter speaks of a dissolution of the heavens and of the earth. As for the Christians "we look for new heavens and a new earth, according to his promises, wherein dwells justice." (II Peter 3, 1-13)

But the time is not known, so while the Christians await His coming, "endeavor to be found without spot." Be at peace, and remember that the Lord's purpose in postponing His coming is to give them time to work out their salvation. St. Paul wrote about these things to the Christians; these epistles contain "certain things difficult to understand," and there were those who distorted their meaning as they distorted the meaning of "the rest of the Scriptures." It should be noted that St. Peter indicates that St. Paul's epistles are read with the books of the Old Testament, and that he considers them to have the same authority. It cannot be stated in exact numbers how many Pauline epistles St. Peter had in mind, but there are matters pertaining to the second coming of Christ in several of St. Paul's writings, especially in the epistles to the Thessalonians and in first Corinthians.

St. Peter closes with a warning to the Christians to use the knowledge they have of the coming difficulties and to be on their guard lest they be carried away. Let them grow in grace and in the knowledge of "our Lord and Savior Jesus Christ. To him be the glory, both now and to the day of eternity. Amen." (Read II Peter 3, 14-18.)

Summary of II Peter

AUTHOR: St. Peter ("Simon Peter, servant and apostle of Jesus Christ"), Prince of the Apostles and first Vicar of Christ.

TIME: 65 or 66 A.D. (if Peter received martyrdom in 67). 63 or early 64 (if Peter was martyred in 64).

PLACE: Rome.

LANGUAGE: Greek, the Koine or common Greek of the time.

OCCASION: Lying teachers were appearing in the midst of the Christians to whom he had addressed his first epistles; they were using deceitful words, were scoffers, particularly at the promises of the second coming of Christ. St. Peter also wished these Christians to have a reminder of his teaching in their hands, once he had put off this life.

PURPOSE: St. Peter wished to warn his readers of the coming of lying teachers and to give his readers a permanent reminder of what he had taught them.

STYLE: The style is not so involved as that of the first epistle, although his writing is not very easy to read. His figures are somewhat heavy at times.

By **SISTER MARY JEANETTE, C.H.M.**

Sacred Heart Convent, 920 4th Avenue, North Great Falls, Montana

Record Your Year

Fully in sympathy with the opinion that the pupils of a high school desire to have and deserve to have an annual to treasure, the author draws on her own experience to help those less experienced by detailing steps that may be taken to put together a worthwhile annual.

SHOULD YOUR HIGH SCHOOL publish a yearbook? Are yearbooks worth the time, money, and effort expended on them? This is a problem which school authorities confer about, and they admit they are puzzled. But the question poses no problem for today's high-schoolers. They want an annual to record their year, and they're eager to earn the funds to publish such a book. All they need is a faculty guide, and they're on their way.

No, yearbook publication isn't easy nor simple. It's a complicated, time-consuming, expensive project, and with two yearbooks' guidance behind me, I'm eager to tell undecided principals and teachers that it does seem to be time, effort, and money well-spent.

Staff Feels Accomplishment

Each year, the staff and I never thought we would live to see the day our book was published. But, of course, we did. As we hold the finished book and read and re-read the pictures and copy, we have a feeling of accomplishment, a sense of satisfaction. This was our job, a job staff members volunteered for, and now the work, the hours of planning, of organizing, of worrying and praying about it are forgotten. Each spring it is good to realize that the book is published and that the students, the faculty members, and townspeople, for the most part, are pleased. They express their satisfaction in words which burn into our hearts, for this is "our" book, made for them, and we are grateful they like it.

Staff-Selected Theme

The '57 and '58 editions of "Chimes," yearbook of Central Catholic High School, Great Falls, Montana, are pictorial and written records of the school year, and each makes possible the treasuring of memories of that year. In fact, that was the theme used in '57, "This Was Your Year at Central Catholic" with emphasis placed on "Joy in the Student Vocation." The staff-selected theme of the '58 issue was the school's Latin motto,

"Ad Veritatem Quaerendam," literally translated, "We Come in Search of Truth." In art, pictures, and copy it is shown and that Truth is made available for student-seekers at Central Catholic.

How to Start

To those who ask, as I did that first fall, how do you go about getting started? permit me to share my experiences with you in an effort to help you see that yearbook publication is a rewarding possibility for your high school, too.

It is best not to go into the "business" uninformed. If you have had no training in school publications (such training is available in colleges of journalism) acquaint yourself with the techniques involved by studying such books as *School Yearbook Editing and Management*, by C. J. Medlin, published by the Iowa State College Press, Ames, Iowa, and such publications as *The Catholic School Editor*, published at Marquette University, Milwaukee, Wisconsin, and *Photolith Magazine*, National School Yearbook Association, Box 597, Columbia, Missouri.

Before you can plan the book, your budget and the cost of the book must be established. If an activity fee is charged your students, discover from the principal how much of that fee will be allotted the yearbook. Rarely will you receive from this fee the entire cost of the book. That is your staff's first job—raising the remainder by sponsorships, ads, and/or donations. You'll need permission from city officials to do this soliciting, and your business staff should be briefed as to their job of selling permanent advertising space to local businessmen. (Sponsorships bring in the most money and require less space, but many firms desire greater display than mere listing.) Train your business staff to keep accurate and detailed books. Sponsorship contract forms will have to be duplicated.

Select a Printer

Of course, you must select a printer, and a local one seems most desirable; you must determine by consultation with the principal the size your book is to be. Ask the printers to submit bids based on the annual's specifications, number of pages, approximate number of pictures, number of printed and/or lithographed pages, page size, paper weight, and desired covers. Do not rush into these details, but do come to a decision soon, for the school year will be passing, and your book must record it.

The staff should help in these decisions. At your meeting show them examples of padded and stiff-board covers. From your reading and experience you will be able to point up the advantages of each. Consider a design (ours are student-drawn) which will set your book apart. Let the cover help to express the book's theme.

Theme Gives Unity

Oh, yes. All the while, you and the staff members will be working out a theme. Maybe through a contest within the school you can get ideas from non-staff members. Remember, yearbooks are not the property of any class. They exist for the entire school, and if each class has part in the book's planning, so much the better.

The theme keeps the book from being merely a collection of pictured pages. It gives your book atmosphere and unity. As your school is a Catholic school, you owe it to the student body to use a theme in keeping with the school's principles and ideals. Your yearbook, if it is to give a true picture of your school, must be different from the yearbooks published by public schools, since your school has a different purpose for existence. As adviser, it will be your task to get this idea across to your staff. You will have to be forceful, perhaps, in raising their standards. Determine that your book will have dignity, that it will be a book that the students, faculty, parents, and alumni can acknowledge with pride.

Separating the sections of your book will be division pages. These, too, help along the theme. The smaller the school, the fewer division pages as the rule. End sheets, just inside the covers, can also be a means of unifying the book.

Insure Good Photographs

A yearbook will be only as good as its pictures. So

Students of Saint Joseph College, Emmitsburg, Maryland, taught French songs and dances to second and third graders of Mother Seton School of Emmitsburg, in preparation for the February PTA meeting that coincided with National Foreign Language Week.



you must select a competent commercial photographer, if you have no photography department at your school. Secure bids and samples of work from the various studios, and, once your choice is made, work out a schedule for picture taking. This, too, will need the principal's sanction.

Consider the possibility of using other than "mug" shots of students and faculty. Do you not agree that small groupings of teachers and students at work within the school will give a truer picture of what goes on? Even if you use portraits of the seniors, try also to include pictures of these soon-to-be-graduated girls and boys in their home and out-of-school environment. Recent alumni, shown at college or at their work, might also be featured.

The printer will furnish you with lay-out and copy sheets, as well as with directions for preparing the book's dummy. Invite the printer to address your staff from time to time; his message will be helpful.

Meet With Your Staff

Once your editor, with your direction, determines staff assignments to various book sections, your job will be to supervise the whole. Meet frequently with portions of your staff so that each member will be aware of the importance of his work. While the book belongs to the students, it also belongs to and reflects the school. Inexperienced, untrained staffers can cause havoc if their idea of what a yearbook is, is dependent upon deplorable productions put out by other untrained groups.

Send to schools whose yearbooks are rated "Outstanding," "All Catholic" or "First Class," asking to see their books. (These are listed in the publications mentioned previously.) Study the copy and pictures they have used. Help the students see for themselves that class wills, prophecies, baby pictures, snap shots, and cheap comments have no place in today's well-made yearbook. All students will not be convinced of this immediately, but hold fast to your stand. Your good judgment must win out, and, in time, the students will thank you.

Have More Pictures Than Used

Money can be saved if picture pages are planned to express the book's theme. However, you must have more pictures than will be used, if you are to have a selection of the best in your book. (Remaining pictures can be sold to the students.) Let the sponsors of the school's activities help in determining how best to display these important functions of the school. No one department or activity is to be over-emphasized. Perhaps the principal will help you in this by limiting the number of pictures to be used for each co-curricular event.

All-important is the make-up of your book. Here again, study the layouts in successful annuals and in the better magazines. Allow room on each page for meaningful copy, remembering that the pictures only

help to tell the story. Specific factual information regarding the school must be given. Complete picture identification is essential.

Developing the theme is a challenge for both copy writers and the adviser. And this challenge has to be met with great deliberation. Insist that the students write and re-write the copy. Ask them to tighten and polish every phrase and word group. Do not call it finished until you are sure there is no better way to say what is being said. Check and re-check the spelling of each name. Complete accuracy must be your aim.

Should student art be included in your book? Only if it approaches the professional, is my answer. It is better to use photography alone if the student art at your school is poor in quality.

Helpful aids in assembling the book will be small files for alphabetical and numerical arrangement of student pictures and page copy. Organizational file folders will also be needed, and it is hoped your school has space to give your staff a permanent headquarters.

Index Adds Value

Consider including a student and faculty index. Such additions to a book greatly increase its practical value. Many schools also use a spring supplement to insure getting into the book pictures of the spring activities. Another interesting addition is a recording of the school's band and vocal groups, as well as messages from the faculty and senior class officers. Each of these possible features is worth investigating.

Too often the work of the yearbook staff goes on at the school unnoticed and unheralded. Keep the school informed of the book's headway by posting progress charts. Remind the students frequently that the best days of their lives are being recorded for them. Let them know they will soon have this year's record between the covers of a book!

I. G. Y. in Orbit

(Continued from page 125)

If you wish further confirmation of the value of the motivation derivable from I. G. Y. for the balance of this year, consider these student reactions as samples of the many more that could be included:

Early in the year, Kevin, a third grader, and one of his friends who had located a good deal of information about planets made a mural of the heavens, and had typed out such data as the size of each planet, the distance from the sun, and other pertinent information. He writes:

I. G. Y. means to me that the scientists are trying to find out more about God's wonderful works. The scientists are trying to find out if Antarctica is a Continent or just thick ice.

They are also trying to find out if man can live on the planet Mars. The scientists are trying to find out if there are any animals living on Mars.



Youngsters at Cathedral Grammar School, Burlington, Vermont, are enrolled in the school savings plan of the Burlington Savings and Loan Association under the direction of this committee: Barbara Basiliere, Lawrence Smith, Mrs. F. J. Stewart, Sister James, Principal, and Patty Desaublon. The school—one of seventeen enrolled in the thrift program—believes with association president, Col. George J. Holden, that "the best way to save is to acquire the saving habit when you are young."

I. G. Y. also told me about space and the satellites orbits and how much they weigh and how high they are orbiting.

Now you know what I. G. Y. means to a third grader.

Richard was one who did not regret. Certain of what our objectives of the study had been, he concluded:

I. G. Y. has been a lot of fun to study about in the Fourth Grade. We learned about space and the satellites. We have learned about the earth. I have collected many interesting articles about International Geophysical Year. We have had fun writing to Father Birkenhauer. Father is a Jesuit priest who studies earthquakes down in Antarctica. Through I. G. Y. we have met Miss Thomey who is Father Birkenhauer's secretary. We have been lucky enough to have been the only school in Toledo that has had the privilege of listening to the recording of Father Birkenhauer.

It has been interesting to have read about the satellites. When we have a Science class we make reports on the latest news about the satellites.

Because of these, the topics I have just mentioned, I think it has been fun to study about I. G. Y. Now you know what I. G. Y. means to a fourth grader.

Let Therese, a fourth grader, conclude for us. She ended her evaluation of this project in international knowing when she wrote, "Only God knows all we are trying to learn this year." He indeed did know and it pleased Him.

By **SISTER M. JEANNETTE, M.Z.S.H.**

Sacred Heart Convent, 1651 Zarega Avenue, Bronx 62, New York

Bulletin Board Press

One bulletin board of this fifth grade came to life with panels of displayed pupil work—all subjects contributing. At no time was it allowed to get static, even the heads were given periodic freshening.

Sister Mary Jeanette now teaches eighth grade in another—her present—school. She has been teaching for sixteen years. A member of the Catholic Poetry Association of America, she has had several poems published. This past year she won a poetry contest in New York. Sister has contributed to *The Catholic Digest*, *The Catholic Educator*, and *The Catholic School Journal*. She has studied Braille at Catholic University of America and is now taking courses at Duquesne University.

WHAT BETTER WAY to teach successfully the fundamentals of logical thinking in clear and effective writing than in the bulletin board press? Good paragraphing is necessary for such an exhibition of children's originalities.

A group that has written voluminously often wants to collect its work in some sort of publication. That is natural, and opportunity showed ways and means to enrich the children's writings. Seeing one's name in bold bright letters as a testimonial to one's creativeness and the creation nearby as a substantiation of the fact proves to be the best motivation this writer has discovered.

Firstly, we organized a Juvenile Jury Club for discussions (panel fashion). In simple parliamentary procedure, as outlined in the fifth grade *Voyages in English* by Campbell and MacNickle, the president took a vote on the name for the press and the column titles.

At first it didn't seem feasible to put up the papers in script, but through a bit of coaching, manuscript was soon ringing a bell and gaining the appreciation of all the passers-by. One Sister cited the incident of our press, saying that she wished "Intermediate and upper grade teachers would not allow manuscript to go lost in a child, through disuse, after he leaves the primary grades."

Children Share Their Writing

The children should be encouraged to share their own writing with others. That is the point to which I induced my pupils. They wanted to read to the others what they had written. They wanted to show them their papers, and often asked to have them pinned to the bulletin board. Soon we had to do some-

thing about our disheveled bulletin board. Everything on it was the result of much creativity, but an arrangement was necessary.

Poetry

We use an English period once a week to get new talent into one panel of our press. On Monday of the first week, we write poetry, do it up creditably, manuscript it and hang it up on the panel "Poets Try." Others will replace them after a week by one of the editors, and some others may need other "try."

There are many ways to derive a poetic mood. One way I found is just simply to place the children in a poetry environment, not stint in the poetic readings, especially poems pertinent to their current doings. Rightly has a great writer said, "A poem must be, before it means anything to anyone." Poetry first needs the artist to bring it out into decent existence; then perhaps explicators are necessary.

Tape Recorder, Motivating Factor

For an almost perfect rendition of the artist's meanings what better media than the professional readers on recordings? And for a better inducement to creative verse, what a wonderful motivating factor the tape recorder turns out. Oh Joy! to hear one's voice piping out one's own creation!! "Sister, I can't believe that's my own voice, and my own poem and my own name that was announced!" showed how thoroughly thrilled one child was after a second hearing of her poem.

The children join in on the parts which they have familiarized themselves with. Participation makes them enjoy it more. Then they beat out the rhythm and note the rhyming words. This gives them a chance to "feel" the poem and later on they will be able to synchronize their own words to the rhythm they choose.

After we had run the gamut of a wealth of poetry, I would ask them to suggest a title for a poem that the class might compose, eliciting their responses in the following manner:

TEACHER: "Will someone think of an interesting subject?"

PUPIL: "Toys."

TEACHER: "Now let's limit the subject, Toys . . ."

PUPIL: "Toys at night."

TEACHER: "We are ready now for a good beginning sentence as we always do in writing paragraphs."

PUPIL: "In the dark night my toys are still."

TEACHER: "What word would rhyme with 'still,' the end word in line one?"

PUPIL: "Hill."

TEACHER: (We chose other rhyme words to end two more lines in our "poem.")

PUPIL: "Head. Bed."

PUPIL: "Hill. Jill."

The children filled in their lines and came up to read their creations.

One example:

In the dark night when the toys are still,
My Jack-in-the-box looks like a square hill.
The wind all around moves the doll's head
And it looks alive from in my bed.
Oh God make me good like my little doll, Jill,
And make my heart square just like my Jack Hill.

Tote-a-Note

Monday of the second week calls for letter writing consisting of a mere paragraph for the Tote-A-Note column. Children can write individual letters, that is, if they've had experience in writing individual stories (paragraphs).

This is the day that the children are usually under the impression that "we've skipped English," for we begin the afternoon-with the ever pleasurable art minutes or music minutes. After which I will say, "Children, would you like to write of what we learned to a friend? Perhaps you can tell him how you can recognize the key of F, or you might discuss the song we learned." Or how to make a mosaic, an etching, etc., in the case of art.

They love it, they equate it with a free period, in fact. Now they are creating. Theirs, all their own, the thrill of putting it to their pen pals in a new way,

i.e., using a beginning sentence which no one in class used before in the oral readings of our paragraphs. They can decorate their letters with myriad designs in the border. (The unique elicits the most exclamations of delight from the others.)

Even as I return a letter or two with checks for corrections or omissions, they are joyous, eager that a perfect letter reach their friends. I am aware, too, that they are vying with one another, knowing the best ones will be posted on the Tote-A-Note panel or sent to the Hi-Magazine for possible publication.

Already, I feel that they have been re-conditioned to the once opprobrious term, "English," for the next day in our English we spend time in open discussion of the letters. How can the several mistakes be righted?

The children join in the constructive criticism of sentence structure, spelling, and punctuation; and resolve these difficulties in happy anticipation of its huge success.

The Tote-A-Notes are occasionally paragraph letters based upon a geography or history lesson. Too, they have spawned a pen pal club. Now they are incessant letter writers about the things they do and learn. Of late, we are correlating Tote-a-Note with our book reports. We write to the author to tell him what part we like best. As they beg for more such material, they receive a reply and are elated by this recognition.

Books are "the thing" on the Monday of the third week, and the column "Book Nook" gets a new look. To begin with, I hold up a book and announce: "Look, here is the book I was telling you about. I love it. Shall I read it to you?" A loved book! If they are permitted to share something loved they feel they are given a

Well-done work merits "publication" on the panels of this bulletin board press. Column heads get frequent freshening.

"Science Lions" one week gives way to "Searchlight" next. With a change of interest, "Hi-Sci" becomes "Pet Corner."



secret passport into an adult world. But as you read it to them you know they feel it with their own feelings, love it with their own love, for through the book the author has spoken to their very hearts.

Usually, I read a part just enough to whet the desire to wade through any thicknesses to find the end result. Youngsters will read if they are enticed into it, and if we encourage the reading for pleasure rather than imposing the reading as a task.

Selecting and assembling the reading selections that boys and girls will like is a first in my lexicon of first-things-first, where children's books are concerned; but doing enough with the selections so that "values" come out of the stories and into the children's lives is a close second. We might take, for example, the *Good Bad Boy* by Father Brennan. In the story, Pompey Briggs comes to realize through the interest and remonstrances of his parents, teachers, and pastor, how relatively unimportant certain seemingly important things become in the face of duty. The children project themselves into Pompey as he takes his punishment like a man. They can learn to make decisions. What was right for the hero to do? Was it right for him to own up? To cheat? To apologize?

Only one or two paragraphs may be required as a book summation for "Book Nook." When a letter was written to the author, a duplicate of the body of the letter was made for the "Book Nook" column.

This panel was one of the most attractive too, flaunting original and unique little book silhouettes for the gist of the stories.

Stars of Stars

Coordinating our religion class with the press work was a must, and several ideas readily presented themselves.

Heavenly Stars is our religion correlate, featuring lives of several student's patrons or ones discussed in class. New patrons gain prominence every fourth Monday of the month, when a deep researching into theirs and other saints' lives is made. How the children thrill to learn of the saints for whom their parents are named and to ferret out the most obscure saints.

At times they wrote paragraphs on something they learned in religion class. On such a day the ensuing lesson becomes English (of the pleasant connotation), or we may sketch what we learned and it becomes art instead.

When a vocation poll was held (which was often to make the children conscious of their vocation), they prayed for their vocation, and wrote poems, stories, or letters, telling why they felt God wanted them to be what they wanted to be.

A love of mental prayer is of vital importance, for sanctity is impossible without mental prayer. It is the art of arts, the science of sciences, the sublime, truly inspired poetry, the habit that will bear one up in later life. He is beset by difficulties that will break him, if he is not prepared for the experience. It is so simple that

a little child can practice it. He has an interior life, and the Holy Ghost can and does enlighten and inspire the child. Ours but to predispose him.

Following the discussion of a saint or our bible history lesson, a prayer to Mary is said, the children "think" about the lesson, then they can apply one thing discussed to themselves, and a personal resolution is always made at the end.

Some of their letters to the saints of the day, their "stars that count," can best evidence the mental prayer practiced by the children. For instance:

Now I know how important school work is. You tried to learn as much as you could and used all your knowledge for God's glory. How He loved you for that! I can do what you did. I can do my work promptly. I can study well; and in school, Sister won't have to say again that I sit there like a bump on a log.

Here is an opportunity of opening one of the greatest channels of grace that may serve to develop in the child a real love, understanding, as also future practice of mental prayer. Too, writing his thoughts helps to implement his resolutions.

The Sacred Heart devotion always has a portion allotted on our "Star of Stars" panel. Calling devotion to the Sacred Heart a "true synthesis of the whole Christian religion," Pope Pius XII, in his encyclical, *Haurietis Aquas*, emphasizes that this devotion is not a matter of choice, but of duty, consequent upon our belief in the historical fact of the incarnation of the Son of God. "It is clear," he states, "that this devotion if we examine its proper nature, is the highest act of religion." We urge this devotion therefore as we lovingly press articles of the Sacred Heart onto our press.

Art's Upstarts

"Art's Upstarts" features the most individualistic Halloween etchings at one time, Thanksgiving mosaics at another. A Christmas paper stenciling and cutting, a valentine lettering project, Easter all-over designs, or Mother's Day paintings. When the "Art's Upstarts" had papier maché globes, rosaries, and Indian bowls, or some such large work, it was exhibited in the hallway, but they decried the fact that it was thus debarred from "Art's Upstarts" panel, but the urge to communicate the idea was there, so we wrote paragraphs telling how we did it. That depreciated our pretty Art panel, they felt, so the compositions were brightened with titles in colorful large lettering and gay original border designs. Yes, those who could not get their art in the exhibit found a wonderful opportunity to be first on the "Art's Upstarts" column. Example: Maureen's snowflake stenciling did not make the exhibit because two of the six sides on the snowflake after the cutting were found to be too close. Nothing daunted, she traced her design and began dabbing paint. Soon the other children were standing around it in awe, the sides that were too close for snowflake precision were just perfect for ears. Two sides were arms, and the other

two were the feet. "Look Sister, Maureen made Mickey Mouse out of the snowflake design! She should be one of 'Art's Upstarts!'" And so she was.

Newer Conception of Art

According to the newer conceptions of art it is not essential that a child should be taught to represent things realistically. On the contrary, it is much more desirable that he should be encouraged to organize well, express ideas and feelings adequately, participate in creative experiences that are educational in the broadest sense. Here, art is made practicable and definitive, for Saint Thomas defines art "as right reason in making."

Art is perhaps the most visual subject area of the school curriculum and differs from the others in that it often is an outgrowth of the curriculum as a whole. Art also differs from the other areas in that it is concerned more with emotional than with intellectual development. The aim of art in the elementary schools is to help to meet the spiritual as well as the material needs of children through the use of art mediums and through the contemplation of the works of art, thus providing outlets for the creative and appreciative impulses.

In order to promote creative activities on the part of all pupils, it is imperative that the elementary teacher should help the class to develop a background of experience (the experiences consequent upon using the art mediums, such as pen and ink tools, etching processes, wash drawing techniques, and clay materials), out of which expression may be expected to grow. This recognizes a careful setting of the stage by the teacher for all the activities to be undertaken by the children.

Interest in the press is kept alive by its constant change; even the column titles are continually revolutionizing as someone comes up with a new idea: "Let's change the caption, 'Star of Stars' to 'God's Beauty Stars,' so we can write about other saints besides the Blessed Mother." We did, and later it became "Our Patron's," then "News of God."

New Headings

"Tote-A-Note" was a letter club first. Now "Note Rote" is being considered by some of the grade-fivers.

"Book Nook" used to be "My Story" when each child wrote his autobiography and overshot the mark by including all those who came in contact with him. Carol's brother put it succinctly when he told her, "That sounds like a biography of me, not an autobiography of you."

One of the columns gave way to "Rip Strip," which lasted several weeks, i.e., one week wearing the "Daffy Laughs" nomenclature, and we buried it with "Joke Smoke."

Under the title, "Science Lions" our science learning was in its heyday, and the next week "Searchlight" continued experiments in science that brought many

wonderful expository paragraphs to the press. "Hi Scie" was the popular one when it was displaced by "Pet Corner." Later "Pet Peeves" becoming equivalent to letters to the editor served to air out peevish feelings with a view to correcting anomalies of behavior on the schoolground. It continued in that vein until it gave way to the idea of "Hobby House," and hobby ideas were rife.

And once teacher pre-empted a panel to heighten interest in words. "Dick Dictionary" it was called. It boasted bright illustrations, sparked a great many fresh comments, and always found a child scanning a dictionary near it. We found that new words were being readily grasped and used in common parlance. A successive series of titles were given in the subsequent weeks—"Word for Today," "The Word," and "Heard-a-Word," et cetera ad infinitum.

"Classlights" was a great favorite for a long time and featured individual snapshots with a description of the action beneath each one. That was when photography became a raging hobby, and the panel was dubbed "Flashbulbs," and then "Five Jives."

Courtesy reigned when "Courtesy Counts" found its own panel. The "Count" and "Countess" were elected each week and the ensuing paragraphs painted pen pictures of the courteous actions that had warranted the election.

Child Thinks for Himself

Yes, creative action gives the children a chance to think. The teacher has given the principles, the models—hers and others' ideas. Now the child thinks for himself, and he wants to write down his ideas. The bulletin board press may be used most effectively in grades below junior high: (1) in inspiring the children to write, for they learn not only how to write, but more important they "want to write"; (2) in presenting them with a wealth of ideas. The child "feels" the subject and knows what it means to be bursting with ideas; (3) in teaching the child to limit his subject to one specific topic. (The child experiences the easy step by step procedure involved in working with paragraphs.); (4) in instilling into the pupil the ability to select the right words to express his ideas. He builds a stock of words in his vocabulary book and uses a well formulated outline (a key factor in his creative writing, for he achieves orderly thinking by using an outline every time); (5) in introducing the child to good paragraph forms (the several best are posted and the several others get a rewrite).

It seemed that through the bulletin board the children learned to think more deeply than they ever had before, to acquire a religious outlook—to practice supernatural motives themselves in order to be able to explain, to exhort, to encourage, or persuade the class the readers of their work. This succinctly was the aim of our fifth grade bulletin board press.

How creative are your pupils? As a stimulus to thinking creatively, try the bulletin board press.

Poetry—A Special Form of Communication

It is the privilege of the teacher of English to transmit the legacy of the world's poets to students. Our goal is not to make poets of them but we can aspire toward fashioning them into poetic people who have their eyes open to beauty. This concludes the article begun in the issue for September 1958.

Sister Mary Xavier draws on twenty-six years of teaching experience that touched on all levels from kindergarten to college. She has an A.B. degree from Ursuline College, Louisville, Kentucky, and an M.A. from Creighton University, Omaha, Nebraska, with major in English for both.

Every Medium Its Own Quality

After reading poetry to our students, or having them read it aloud, it is easy for them to detect a relationship in both the fine arts of music and poetry—they both contain melody and harmony although manifested in different ways. The composer uses the musical instrument to convey his message, while the poet in his longing to show the vision of loveliness seen or experienced uses words adjusted rhythmically in order to translate to the reader or hearer the communication of his ideas. Every medium of art has its own quality, which cannot be conveyed by any other medium. Nevertheless, each art goes beyond its limit and infringes on the realm of another in order to lend new impetus to its own mode of expression. Some of the merit of a poem owes its value to the suggestiveness of song which it includes. No wonder, then, that so many poems have been translated to songs. "Annabel Lee," quoted above has been translated to no fewer than 32 melodies. As a matter of fact, all the arts aspire toward the principle of music in some way or another, it being the consummate of all that is artistic.

The poet although aspiring toward the heights of artistic creation is not merely, however, the verbal imitator of the composer; he is a creator in his own right using words for the embodiment of his thoughts and emotions. Poetry is an art by its own merit, and even though the poet uses musical effects, these are embellishments to fill in and decorate the heart of his poem—his idea or inspiration. The poet wishes to convey more than musical effects; he wants to incarnate his uniquely significant vision. A poem is, in this sense, more than a melody. There is a definiteness in the verbal melody that is lacking in tonal quality. Yet when a poet is able to express his idea, and at the same time insinuate into the poem the subtle qualities of music, he has attained the highest and most complete form of poetry.

Rhyme—But Not Requisite

One of the first items people think of when speaking of poetry is rhyme. And yet rhyme is not a requisite for a poem; nevertheless, rhyme can be used with effect in a poem helping not only the music in a poem but likewise adding to the whole structure of a poem. Rhyme helps the meter; it satisfies the ear by linking the lines, couplets, quatrains, triplets, and therefore rhyme has a unifying effect on a poem. Rhyme springs from a sense of harmony and gives aural pleasure to the reader by taking on a correspondence of two echoes of sound. Schemes of rhyme build up a kind of expectation, an anticipation for the repetition of a sound. A poet, likewise, can play tricks with the rhymes in his poetry and rhyme is sometimes referred to as "the bells of English verse." For example, a poet can arrange for these bells to ring at the end of two consecutive lines by having rhyming words at each end; he can make them ring twice in a line; he can make the bells to ring alternately by having every other line rhyme. In addition words can ring bells in different tones—deep, sonorous, light, lilting. This effect is achieved by playing on long and short vowels. Poe's "Bells" is a classic example of the effect of light and long vowels. All these facts are another proof that poetry is an aural art which needs to be read aloud if one wishes to get the most out of poetry. And because our English language is so rich, it is easy to find a rhyme to suit every tone or tenor, purpose or intent that the poet may wish to convey.

Even though rhyme can do a number of things for a poem, yet some of the greatest poetry ever written was accomplished without the aid of rhyme. When the device of rhyme is not used the poem is referred to as one having blank verse. In the English language blank verse is usually referred to as the unrhymed verse written in iambic pentameter. This form is suited to epic, dramatic, and reflective poems. Milton's great epic poem, "Paradise Lost," and the dramatic plays of Shakespeare are written in blank verse.

Exerts Ingenuity

All artists know "tricks of their trade." The poet is no exception. In transmitting an idea, or producing an effect, the poet exerts ingenuity in order to use effectively all the devices peculiar to his art. To enjoy poetry thoroughly is to understand all the devices that the

poet uses to achieve his effects. Besides being word music, poetry is picture language. This feat is accomplished by the poet's use of figurative language. Men have always used forms of comparison to make clear and artistic what they are saying. From the sublime language of the Bible down to the talk of the streets, speech is full of figures of speech. All of these figures of speech are based on comparisons. The poet makes special use of figurative speech, is particularly talented and skillful in devising ways of making use of imaginative speech. Because these devices are to a great extent mechanical, it is easy enough for the average student to comprehend the poet's use of the metaphor, simile, personification, apostrophe, and other fancifully designed tools. "The use of symbols has a certain power of emancipation and exhilaration for all men," said Emerson.¹³

Memorizing Neither Difficult Nor Distasteful

Although there is disagreement among teachers and the public as to whether schools should exact the memorization of good poetry, yet I doubt if one in a thousand people who had teachers in their youth who made them memorize poetry would admit now that they regret possessing this knowledge. Most of us are grateful for the knowledge of poems which were so easy to learn in our youth but which presently would require so much effort to memorize. The process, what is more, of getting students to memorize poetry is not so difficult and distasteful to pupils as some of those who have not attempted it might think. Most children love to say something over and over again and then have some one hear it to see if they "know it by heart." In addition, they enjoy reciting a poem before their classmates or making a tape recording and then listening to it played back. If we will give them a few hints on how to memorize and allow them some class time to begin studying the poem, we in return will be surprised at the results and the joy they exhibit in this acquisition. At times it is a good practice to allow them to choose for a memorizing assignment the poem of their choice. Recently I watched and listened with admiration to a group of Sophomores recite with zest, one after the other in presence of their classmates, Mark Antony's speech over Caesar's body. What is more the class were never bored listening to one after the other because each had his own individual way of expressing it and each was eager for the reciter to prove his memory.

Ask Them to Write It

One way of helping our students to appreciate poetry is by asking them to write poetry. A student's efforts will prove to him a source of satisfaction because self-expression in any art brings with it gratification. What is more, once a person has expressed himself in a poem, this very fact will open his eyes to all

that goes into the making of a poem. As a result, he will see why great poets deserve the acclaim that the world gives them and why poetry merits study and interpretation. The composition of poetry will furthermore show him how to make a critical estimate of poetry and make him more sensitive to the beauty in poetry. Matthew Arnold, in his essay on criticism, remarked:

We should conceive of poetry more worthily and more highly than it has been the custom to conceive of it. We should conceive of it as capable of higher uses and called to higher destinies than those which, in general, men have assigned to it hitherto. More and more, mankind will discover that we have to turn to poetry to interpret life for us, to console us, to sustain us.¹⁴

It is English teachers' privilege to transmit the legacy of the world's poets to students. Our goal is not to make poets of them all but we can aspire toward fashioning them into poetic people who have their eyes open to beauty and who can see along with Edna St. Vincent Millay in her poem opening with "Long have I known a glory in it all . . ."¹⁵

Yes, the poet is an artist who utilizes divers means to captivate our fancy: striking and luxuriant imagery; pleasing and tinkling rhymes; appropriate and musical rhythms, ornaments appealing to the ear and imagination; words, expressive and euphonious—but embracing and connecting the whole work of art. The poem is a universal thought expressed in an especially unique and artistic way.

¹ Ralph Waldo Emerson, "The Poet," *Essays* (New York: Thomas Y. Crowell Co., 1903), p. 29.

² *Ibid.*, p. 7.

³ Paul Engle, Address at NCTE *English High Lights* January-February 1957 (Chicago: Scott Foresman and Company), pp. 1-2.

⁴ Richard Corbin, Address NCTE *English High Lights* op. cit., p. 2.

⁵ Gerald Manley Hopkins, "God's Grandeur," in *England in Literature*, Pooley, Robert C., and Others, ed. (Chicago: Scott Foresman and Co., 1953), p. 425.

⁶ John Milton, "Paradise Lost" Book IX, Lines 20-24, *The Poetical Works of John Milton* from Milton's own Edition (New York: John Alden Publishers, 1891) p. 266.

⁷ Wm. Shakespeare, *Midsummer Night's Dream*, Act V, Scene 1, Line 12.

⁸ Ralph Waldo Emerson, op. cit., p. 4.

⁹ John Henry Newman, "Poetry" *Idea of a Liberal Education* ed. by Henry Tristram (London: George G. Harrap & Co., Ltd. 1952), p. 134.

¹⁰ Robert Hovda, *No Land of Shadows* (St. Paul: North Central Publishing Company, 1953), p. 11.

¹¹ Edgar Allan Poe, "Annabel Lee," in *Prose and Poetry for Appreciation*, The St. Thomas More Edition, Maline and Others, ed. (New York: L. W. Singer Co., 1948), p. 719. (Italic is used to mark accents.)

¹² Samuel Taylor Coleridge, "Kubla Khan," in *Prose and Poetry of England*, The St. Thomas More Edition, Maline and Others, ed. (New York: L. W. Singer Co., 1949), p. 424, lines 1, 2.

¹³ Emerson, op. cit., p. 22.

¹⁴ Matthew Arnold, *Essay on Criticism*.

¹⁵ Edna St. Vincent Millay, "God's World," in *Adventures in American Literature*, Inglis, Rewey Belle and Others, ed. (New York: Harcourt, Brace and Company, 1952), p. 302.

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TEACHER TO TEACHER IN BRIEF

TEACHER APPLIES PSYCHOLOGY

*By Anna H. Terifay, 120 Franklin St.,
Rochester 4, N. Y.*

Under this general title, the author has a half dozen samples of using psychology in the classroom. Her experience has extended through all the elementary grades and junior high as well as high school and its commercial department.

Other brief examples of psychology applied to a classroom situation will be welcomed from our readers for publication in this column.

DOROTHY WAS A LITTLE GIRL in the first grade. She was an only child and accustomed to playing a great deal with her parents. In the classroom she had the annoying habit of purposely upsetting her box of cut-out letters. Dorothy would laugh with delight every time she performed this act. Miss Hill, the teacher in charge, however, felt anything but gleeful about the class disturbance caused by this culprit.

Applies Remedy

Miss Hill bided her time until she had an opportunity to apply a remedy. Accordingly, one day when Dorothy's group had its letter boxes out and each girl was busy forming words with the letters, the teacher holding a blackboard pointer close to her so that it would not be noticed, hovered at such an angle that it would be possible to reach Dorothy's box of letters when the little girl would be too absorbed with her work to notice it.

Dorothy Looked Puzzled

At the opportune moment, Miss Hill reached with her pointer to push Dorothy's letter box over the edge of the desk, and down to the floor fell the letters. Dorothy looked puzzled, but got down to the floor and picked up the letters. After

the letters were picked up and Dorothy again was absorbed in her work, Miss Hill had another opportunity to repeat the performance of pushing the letter box over the edge of the desk. This time Dorothy was annoyed. However, she got down to the floor and again picked up the letters. Thereafter Dorothy's teacher had no more trouble with the child's upsetting her box of letters.

TEACHER APPLIES PSYCHOLOGY

Class in the Mountains

*By Sister M. Rose Patricia, O.P., Our
Lady of Lourdes School, Malverne,
N. Y.*

Summer time classes in religion call on the teacher's ingenuity. This teacher's approach to the problem of getting pupils to study is a lesson in applied psychology.

Sister Rose Patricia is a teacher of intermediate grades. She has always liked to teach children to dramatize stories and to express their ideas in art. Last year she helped the chairman of the National Catholic Book Week to prepare sketches for the Folder of Ideas for Book Week, 1958.

NOT MANY SUMMERS AGO WE were sent to a remote village to teach, what might be called, a forgotten group of children. These little ones had been instructed by a zealous pastor and had received their First Communion before school closed. It was our work to help them appreciate their faith, to give them a further realization of the Mass and the obligation of attending Mass on Sundays and holydays, and to put before them the benefits of frequent Communion.

Incentives to Study

These children were used to the out-of-doors. They understood farming, hunting, and—what they

liked best of all—fishing in the nearby rivers.

We realized the need for home study, which would also be a means of implanting the truths of religion in the home. We felt it would only be a waste of time just to give an assignment. The children, though very attentive to us, could not be expected to just sit down and study at home. Very likely some would not come back the next week because they did not do the studying and only expected more of it. Instead, realizing their fondness for fishing, we told them they would have fishing at the next lesson. They were all eager for this. So we assigned questions and told them we would bring a big glass bowl with paper fish. Each fish would have a number from the list of questions assigned. If the boy could answer the question that had the same number as the fish he took out, he could keep that fish.

During the week we were busy cutting fish from all kinds of colored paper and putting a number on each. We repeated the harder questions several times so that all would hear the answers over and over.

Surprise Awaited Teacher

A surprise awaited us on our return. Every child had studied. All were ready for the game. After the fishing we reviewed the lesson, giving practical examples, answering the children's questions, and asking all to repeat the important facts learned. We assigned questions for the next week when we would have a hunting game, using animals instead of fish. The next week we let them vote on which we should get ready for, hunting or fishing. Almost all voted for fishing. Another week we numbered plants and after that we had "cutting down trees." Of course we just cut out the trees and numbered them. Then we had "lumbering" the week we cut out logs.

Effects of the Project

At the end of that summer the children had made considerable progress in the knowledge of their religion. They had told their parents and neighbors what we were teaching them. Every Sunday they were up early and off to Mass. They also received the sacraments every week.

During the months that followed some of the parents, who had long been away, joined the children in the practice of their religion.

WE "SHOWED OFF" SHAKESPEARE

By Miss Marie Petrone, Mount Aloysius Junior College, Cresson, Pennsylvania

FEW PEOPLE can resist "playing a favorite." That is exactly what my English literature students did about Shakespeare. With burnt-paper scrolls scattered about the campus proclaiming, "Come to the Shakespeare Exhibit" (in Elizabethan spelling, of course), people were lured into taking a stroll through our library one recent evening to see Shakespeare "shown off" from 6:30 to 9:00.

The project began with a co-curricular assignment in literature class calling for each student to produce a scrapbook containing research or other related work on Shakespeare, using his *Othello* (the play we were studying together) as a focal point. Instructive motivation, group enthusiasm, and individual initiative combined to make the results too good to keep to ourselves. (And the girls had enjoyed what they learned so much that requests poured in to the registrar to revive a course in introduction to Shakespeare after a four-year absence from the curriculum.)

A Cue from the Bard

Taking a cue from Shakespeare himself, student exhibit chairmen decided that their show should obtain help from all available arts—research, music, speech, and both fine and graphic arts. Material was separated into four major divisions: Shakespeare, the Man; His Times; His Theater; His Plays.

Visitors to the library were immediately ushered to a table featuring an arrangement of books and papers on Elizabethan drama. Pictures and articles on Shakespeare's writing contemporaries, historical figures, and Elizabethan politics, society and economics—as they affected the drama—took the spotlight. A large magazine rack, borrowed from the reference room, held an even dozen of the class scrapbooks that were especially de-

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*Student snapshot of artwork
used to "Show Shakespeare Off"*

voted to research on Shakespeare's times. Here, as at all following points, students were stationed to provide explanations and further information on the displays.

Student Sketches

Emphasizing the importance of Shakespeare's theatrical facilities on the quality of his plays was the table devoted to the theater of his day. Student sketches of the Globe Theater—both inside and out, done in full scale and relief—were plentiful. Attention was also given to the elaborate Elizabethan costuming and pictures and stories about unusual hand-props.

A few feet from the exhibit table, a student speaker gave a chalk-talk every 15 to 20 minutes on the theater, its conventions, limits, audience, and effect on playwriting. Visitors were allowed to ask questions; a surprising number did.

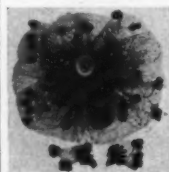
About Shakespeare himself not much may be well known, but student ingenuity made the display on Shakespeare, the Man, a provocative one indeed. Portraits of the bard, both copies and original adaptations of famous pictures, filled the area. The show's general chairman prepared an original pen-and-ink picture of great Shakespearean characters gathered about a princely throne, on which sat a pensive looking poet, easily recognized as the great William himself. Also prominent were an illustration of Shakespeare's coat of arms and a colorful genealogical table of his family.

All Disc Recordings

Space devoted to Shakespeare's drama was, of course, the main part of the display. Two tables were devoted to the tragedies, one to

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the comedies, and one to the histories. Of particular interest in these exhibits was the library's recent acquisition of phonograph recordings of Shakespearian plays, some selections, some complete. Many visitors vowed to set aside "listening hours" in the future, so pleased were they with a variety extending from Olivier's *Hamlet* to the Old Vic Company's *Midsummer's Night's Dream*.

At the end of the stacks, across from the table displays devoted to the tragedies in general and *Othello* in particular, were photographic stills from the Metro-Goldwyn-Mayer production of *Julius Caesar*. These led to one extreme end of our library, shaped, fortunately for us, into a rotunda. This made the perfect place for a continuous showing of the filmstrips of *Julius Caesar*, with a student reading the narrative captions. She estimated that over 200 viewers sat through both reels of the film.

Art Plays Part

Highlighting the materials devoted to Shakespearian tragedy were two separate exhibit tables on *Othello*. One art major did elaborate scratchboard and pen-and-ink presentations, not only of major characters from the play, but also of such prominent props as Desdemona's strawberry handkerchief. Another literature student, also majoring in art, did a complete portfolio with a drama design on the cover and pictures of all leading characters inside. A refreshing variant on this theme was one girl's illustrations of the main *Othello* characters as they might be shown in present times. Quotations from the text to back up her ideas accompanied the sketches. Another had a similar idea, using magazine pictures of people one might find in a modern movie version of the play.

Imagination sparked several student drawings of crucial scenes from *Othello*, the favorite being the smothering scene. Two students made notes of their best-liked quotations from the play; one even composed her own poem about it. There were a variety of character sketches, both written and pictorial. Original indeed was a chart showing symbolic counterparts of the drama's characters, with an ex-

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planation written below each. Another attempt at characterization was one student's color wheel, on which the temperaments of the play's major personages were presented in terms of symbolic hues.

Original Music Tape Recorded

Auditory appeal was contributed by a music major who composed original music, in the Elizabethan mode, for a sonnet by Henry Howard, the Earl of Surrey. This was tape recorded for the exhibit, with the composer providing the piano accompaniment for another student, who sang Surrey's words.

As if by plan, the library itself furnished the last part of the display. Over the exit door was a permanent fixture to which the exhibit program called attention—a framed facsimile of Shakespeare's epitaph. In a way, we had violated his orders. We had "dug him up," but we are sure he would not have minded in the least. Our visitors' acclaim was proof enough that we had made an immortal poet become more alive for the people both seeing and presenting our display.

THE GIFT OF A SON

By George Baker (pseud.), Daytona
Beach, Florida

A teacher-in-training, parent of a son, dwells on what it means to him. Sharing his thoughts with his fellow-teachers, he gives them an insight into the mind of a Catholic parent.

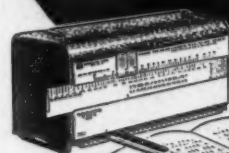
FROM ALL CREATION God the Father willed, and there existed from the beginning, God the Son. The Love that existed between God the Father and God the Son brought forth God the Holy Ghost.

The strongest power that flames within the Three Divine Persons is Love, and God is Love. God deemed one day to take His image and clothe it with the form we call a boy, a son.

Sister Tolerates Him

Do we ever stop to consider the real value of a son? The first thought that strikes our minds is the picture of a little wild creature who stomps through the living room with muddy feet, and sister describes him as the worst pest the

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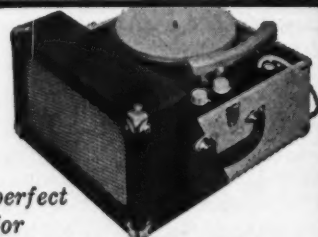
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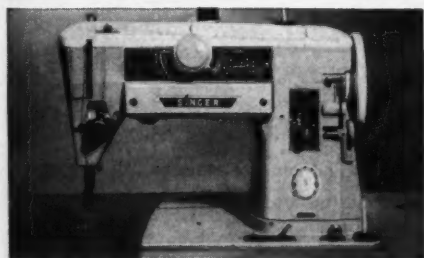
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world has ever created. The majority of the elders close an eye to his burning nature, and mother still caresses him and father still takes pride in him. Of course, sister still tolerates him.

One of our modern day saints, St. John Bosco, defines a boy as a soul on which the image of Jesus, our Savior, has been engraved. Therefore, whether that image is still bright with innocence, or already faded on account of its first sin, or soiled in the mire of untimely scandal, it is sacred.

The Chisel of Love and Discipline

Has God intrusted us with a beautiful, shining image of His Son in the soul of a son? How important it is to consider that we are guardians, and some day we shall have to render an account to God for the precious treasure that has been committed to our care. We possess a treasure, a jewel, a living jewel. By living, we mean he is assimilating, growing, developing. By a living jewel, we understand him to be an unfinished product of God's creation which must be

formed with the chisel of love and discipline. It will take a craftsman who loves his work and is willing to take on the laborious task of forming the gem of purity, piety, and manliness.

The heart of a boy is like a mill; it is always grinding something. If you pour good wheat into a mill, you will get good flour; if you pour into it third grade or decaying wheat, you will get third grade or spoiled flour.

Never Stops Loving

The boy's heart never stops loving. If he is given good things to love, he will never have time to love bad things, or to have self love. Still, it isn't only a matter of preserving him from what is harmful, but above this, to give him what is good. A boy was never meant to be cased in as a precious gem. He was meant to develop within a healthy environment—the home. When the home is clean, in word and in appearance; when those who dwell within have a Christian way of thinking; when the home is shut to all risky papers and books; then the

boy begins to breathe and grow into that living jewel.

We need courage to show him the heavy responsibilities of life by means of short exhortations. We need patience to never grow weary of reminding him of his duties, without losing calmness. We need perseverance that we may never lose self-confidence in our work, long and unpleasant it may be.

Most important, we need charity. We must love our boy's welfare, that is, love his soul and help him attain happiness on this earth and in heaven. There is no greater work on earth than the formation of a strong character. It is a work that will never be destroyed, even after death.

God is the Creator, but we are the craftsmen. It is within our power to either damage this living jewel and smudge out the image of the Creator; or we, who have been given sons, can one day present to the Son of God a brilliant shining jewel, reflecting the image of the Maker, chiseled out by the craftsman blessed to have been able to call him son.



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BOOK REVIEWS

Bonjour. Holy Ghost French Series, Book 1. By Mother Raymond de Jésus, F.S.E. (Allyn & Bacon, Boston, 1958; pages 96).

The importance of giving young children an opportunity to learn a second language has long been recognized. Many elementary schools are now adding modern languages to their curriculum. Where French is the language taught, the Holy Ghost French Series for elementary school pupils offers a splendid program. *Bonjour*, the introductory book, is a delightful text, planned for primary grades. It consists of eight units of class work, attractively presented and well-organized from a sound, pedagogical standpoint.

Three units utilize the environment in which the child lives and develops: family, home, and school. The other five focus his attention on experiences and situations that greatly interest him: Christmas, winter, food and drink, the parts of the body, and animals. The colorful illustrations of the text will appeal to children and enable the teacher to present the French in an objective manner. Ample space is provided in each unit for the child to draw or color objects whose French names he is learning.

An integral part of the text is the vocabulary that a Catholic child acquires naturally: God, the Holy Family, the guardian angel, etc.

The Teachers' Edition contains the children's text combined with a manual which gives detailed instructions for making the teaching of French a thoroughly enjoyable and profitable experience for children. Directions for teaching, songs, games, and dramatic exercises are outlined; interesting supplementary activities are included.

Modern language teachers on the elementary level will welcome *Bonjour* as the answer to one of their problems—a worth-while text.

SISTER BENITA DALEY, C.S.J., Ph.D., French Department, The College of Saint Rose, Albany, N. Y.

Venez Voir. Holy Ghost French Series, Book 2. By Mother Raymond de Jésus, F.S.E. (Allyn & Bacon, Boston, 1958; pages 96).

The second book follows the plan of *Bonjour*, the introductory one. Again eight units of class work center the child's attention on the vocabulary and phrases of his daily life and interests. The first three units review the material of the first book; the remaining five present activities appealing to children in which an increasing amount of French becomes an integral part of the pupils' daily experience. Numerous dramatic sketches repeat the vocabulary and expressions that children ordinarily use in speaking of holidays, toys, clothes, and the various objects in their surroundings.

All the attractive features of Book One continue in this text: pleasing illustrations, space for

drawing and coloring pictures, songs, and games. Number concepts appropriate for the primary grades are developed. The book introduces the vocabulary of Catholic life and practice which permeates Catholic school teaching. A Teachers' Edition is also available for Book Two.

Both these texts are highly recommended for Catholic schools. These two books will make teachers look forward eagerly to the other four volumes that are to complete this French series.

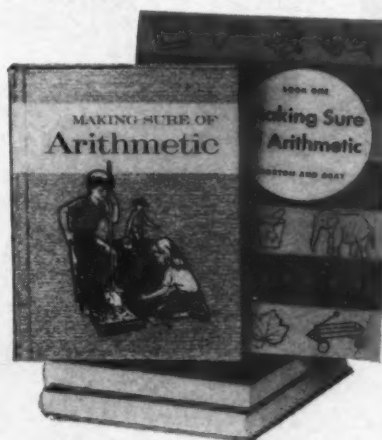
SISTER BENITA DALEY, C.S.J., Ph.D., French Department, The College of Saint Rose, Albany, N. Y.

The Angels and Their Mission; according to the Fathers of the Church. By Jean Daniélou, S.J.; trans. from the French by David Heimann (The Newman Press, Westminster, Md., pages x, 114; price \$2.75).

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Many Fathers and Christian writers are quoted in the pages of *The Angels and Their Mission*. Many of the names are familiar, and many are unfamiliar. The learned will appreciate the very evident scholarship of the writing, and the unlearned will grasp easily the simple facts and truths and meanings. It is a book for all.

REV. PAUL M. BAIER, 225 Blackman St.,
Wilkes-Barre, Pa.

"While working on this dictionary I have had in mind those Catholic and non-Catholic readers who want a dictionary of Catholic words that is neither too technical nor too specialized for ordinary needs. I have also had in mind the convert. . . . Finally, I have hoped that this dictionary might be of some help to students in junior and senior high schools. . . ."

Seen in relation to these purposes the book should prove a valuable addition to available references. I know of no other short work that covers the same material. The subject listings, from abbeys to zuchetto, are sufficiently inclusive to cover most topics that one would ordinarily encounter. However, the author's basis of inclusion or exclusion of terms is not entirely clear—why include Manischeism but not

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Jansenism, for example?

Further, definitions of terms in this book are frequently unsatisfactory because they are more concerned with relating peripheral information about the term than with pinpointing its exact meaning—"solemnity. A feast celebrated with as much solemn liturgical observance as possible. The Solemnity of St. Joseph, a feast formerly kept on the Wednesday after the second Sunday after Easter, has been dropped from the Church calendar and its place taken by the Feast of

St. Joseph the Workman, on May 1."

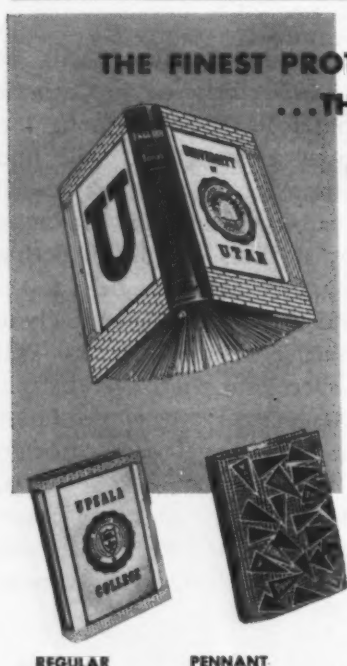
In addition to the listing of terms and definitions, the book contains a series of short biographies of some of the better known saints, a list of popes, and a list of important modern papal encyclicals.

LEO J. HERTZEL, Nazareth College, Louisville, Kentucky.

The Origins and Prehistory of Language. By G. Revesz (Philosophical Library, New York; pages 240; price \$7.50).

In spite of the sheer lack of empirical evidence on which to base a study of the origin of language, the problem has been of perennial interest to scholars. In *The Origins and Prehistory of Language*, Dr. Revesz presents an original, clear, and logical view on this controversial subject. The controversial nature of the problem is seen by the diversity of linguistic theories that have been propounded by past thinkers. In fact, most of the first part of this book is devoted to a rigorous criticism of the most important theories on the origin of language advanced in the past. The author concludes that these theories are either untenable or they evade the problem. Dr. Revesz maintains that only his theory of origins succeeds in developing a psychologically based and logically sound view of the psychic forces that are at the root of both linguistic activity and the genesis and growth of language.

Dr. Revesz' theory is based mainly on the history of linguistics, animal and child psychology, and his original "contact" theory. Language, at least in its primitive forms, the author states, was a form of communication, and in order to reconstruct the prehistory of language, it is necessary to begin with those forms of "contact" or communication which already in the prelinguistic stage served the same purpose and were governed by the same principle as language. (The word "contact" signifies the basic innate tendency of social animals to approach one another, establish rapport, cooperate and communicate.) Contact *sounds*, or phonetic utterances which probably play a preparatory role in linguistic prehistory are: a) *The Cry*. This is the most evolutionary form of communication, a message instinctively directed to a group. An example of this would be the mating calls of animals. b) *The Call*. The stage of linguistic prehistory following the cry is the call directed to definite individuals. It has expressly imperative and locative functions. Imperative calls are used by speechless infants and domestic animals. And c) *The Word*. The non-verbal imperative call seems to pass over directly into the linguistic imperative, which the history of language assumes to be the speech act which is psycho-



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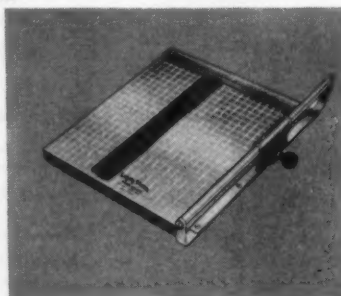
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logically more primitive than all other speech acts. Out of this early form of "imperative language," the growing need for communication gradually gave rise to the remaining grammatical categories and parts of speech, until finally language achieved its full development. Thus Dr. Revesz shows the evolutionary development of language from the most primitive contact relations through the earlier forms of communication to its final stages.

In presenting his theory, Dr. Revesz himself admits that his conclusion that there are correspondences with language in the imperative calls which make them the antecedent stage of language is valid only to the extent "that language is seen as having an evolutionary background and viewed as the product of a development leading from cry through call to word." The transition from cry to word seems to present some difficulty. The author states that "though I regard the gulf that separates human speech from animal communication as unbridgeable, I do not see any

sufficient reason for abandoning the idea of a more or less continuous biological evolution."

The Origins and Prehistory of Languages is a scholarly work, clear in style and logical in method. The exposition and criticism of current linguistic theories should be of special interest to all students of linguistics. Dr. Revesz' own theory is provocative and should stimulate the thinking of philologists, child and animal psychologists, and anthropologists.

FRANK FESSLER, M.A.

123 West Gray St., Louisville, Ky.

Society and Education. By Robert J. Havighurst and Bernice L. Neugarten (Allyn and Bacon, Inc., Boston, 1957; pages 465; price \$5.75).

Society and Education is a compendium of certain major educational topics interpreted and analyzed from a sociological point of view. The major factors operative in the selection or rejection of certain topics for inclusion in the text

were the authors' experiences as research workers and teachers and their estimates of what materials would be of greatest value to the classroom teachers. This book investigates the role and functions of the American educational system in our society.

The authors consider the function of the school to be twofold, namely, the inducting of the child into society and improving the society. The former is discussed effectively and in some detail, but the latter receives slight and inadequate treatment. Improving society is to be accomplished through promoting the ideals of society. Although the ideals of society are not catalogued, mention is made of two facts, that since freedom is a value, the schools must endeavor to increase freedom and since teachers feel that they represent the ideals of society, they have a mandate to assist the coming generation in creating a better society. Certainly, if teachers have this right, they should be cognizant of the ideals of society and how alterations in society are to be

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Book I, THE WAY, THE TRUTH, AND THE LIFE (1956) The life of Christ; the Creed.

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Book II, THE TRIUMPH OF FAITH (1958) The life of Grace; the history of the Church.
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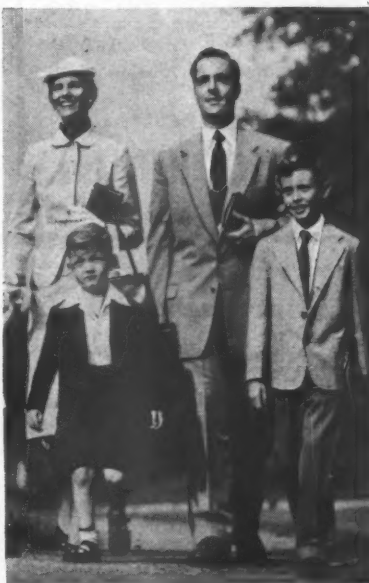
Book III, LIVING OUR FAITH (1958) The commandments, in a positive, kerygmatic approach: true sanctity is based upon an affective and effective response to God's love through direct worship; the dedication of human powers to God through the service of society, family, and spouse (indirect worship); and tending to the perfection of love to which we are called.

SPECIAL STUDY: THE COMMUNAL ASPECTS OF THE PROPER OF THE MASS.

Book IV, FAITH IN ACTION (in preparation: 1959)

Apologetics, the lay apostolate, preparation for college and pre-induction, preparation for marriage.

SPECIAL STUDY: THE COMMUNAL ASPECTS OF THE ORDINARY OF THE MASS.



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affected. The text is not explicit in this regard but does seem implicitly to subscribe to the notion that federal aid to education is an ideal of society.

Since freedom is one of the basic characteristics of a democratic state, the school in a democratic society must serve certain specific purposes. One of the primary functions of the school is to provide equal educational opportunity. The organization of the schools along this line enhances the possibilities for one of

the most important phenomena of a democratic state, social mobility, particularly upward social mobility. Although the authors are ardent advocates of social flexibility they are not ignorant of the dangers of an excessive fluidity. Their plea is for a harmonious combination of social stability and fluidity.

The treatment of the controversy concerning education and international organizations, particularly Unesco, is not characterized by dispassion. The authors do not seem able or willing to conceive of individuals who subscribe to the principles of international amity and a world community, but who do not feel that the leadership and philosophies of some of the international agencies warrant their support.

A discussion of family size is included in a chapter devoted to population and economic trends. The authors maintain that family size is primarily the result of economic productivity and knowledge concerning birth control. This would seem to explain the rise in the net reproduction rate with the resurgence in the national economy, but does not explain why the net reproduction rates for the upper class and upper middle class groups were low from 1920-1940 and why the projected figures for 1950-1975 show an increase.

Society and Education is a lucid readable text for an introductory course in educational sociology. The coverage of most of the major areas in educational sociology is objective and succinct, and the choice of case studies to illustrate or clarify points is excellent.

DR. JOSEPH HALLIWELL
Assistant Professor of Education and Acting Director of Evening Session
St. John's University, N. Y.

A Catholic Catechism (Tr. of *Katolischer Katechismus der Bistümer Deutschlands*) (Herder and Herder, New York 66, N. Y., price \$4.95).

Without disputing the credits, this reviewer would look also at the debit side of the balance sheet and his very first question is, Where can this text be placed?

Is it a teacher's manual? The Preface—a very accurate description of the whole work—states that

it is not a "teacher's aid book" but rather a "skeleton (that) should be filled out by the teacher's personal study." Departing still farther from the concept of a manual, it goes on, "It is from the teachers' viva voce lesson that the pupils should derive their information." The two statements definitely imply that much supplementary and necessary material is missing. For the teacher to "fill out" would require a great deal of time, skill, and research when she hasn't got the time, and a considerable theological background which she does not possess.

Is it a child text? The Preface does say that this is a "pupil's book" then follows with a hard-to-understand assertion, "It is not designed as a text book." Under either name, the text would hardly appeal to American children. The diction is at times too didactic, the scriptural quotations too formidable, the explanations too long to hold a child's attention; in the department of pictures the American child is plain television-minded and would hardly be interested in these unlovely illustrations.

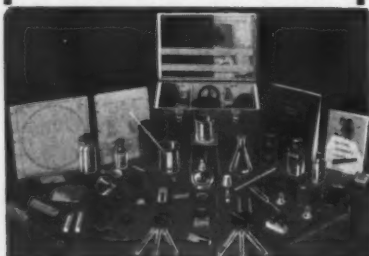
Is it a combined text? A single text for teacher and pupil has always seemed to this writer to be psychologically wrong. It places teacher and pupil on the same level whereas the former should be in a superior position by use of a special text that furnishes her with more comprehensive knowledge.

Is it a graded text? Positively, it is not. Proper grading in the opinion of many American writers is the prime requisite for successful teaching and there are several grade texts on the American market today. No single text is adaptable to all 8 grades because of the wide disparity in the mental, spiritual, and character growth of the pupils. When a textbook is ungraded it devolves upon the already overburdened teacher to rearrange or omit certain material, to add or amplify the features that fit each particular class.

It is said—and so it appears—that this text was written for the upper classes in German elementary schools.

RT. REV. MSGR. M. A. SCHUMACHER
Pastor, St. Nicholas Church, Aurora, Illinois, and author of the 3-vol. work "I Teach Catechism."

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Let's Enjoy Poetry. An Anthology of Children's verse for Kindergarten, Grades I, II, III with suggestions for teaching. Selected and arranged by Rosalind Hughes (Houghton Mifflin, 1958; pages 278; price \$3.60).

Can anything erase from our minds the merry jingles and rollocking rhymes we learned in childhood? Can anything replace them? Hardly, and when we reminisce to discover the source of their appeal, we recall that it was their strong story element, their great singing qualities that delighted us. Let not mothers nor teachers become too busy to afford this source of joy to children.

To be convinced of this and to have at hand a practical and well-organized collection of suitable poems is to find the impetus. *Let's Enjoy Poetry* more than fulfills this need for it is a unique, attractive, and usable handbook of children's poems. Essentially a teacher's book to be read to children, it was designed to provide the kindergarten and primary teacher with a guide to the choice, interpretation, and

methods for presenting happy moments with listening to and reciting poetry. True, there are many children's anthologies of poetry but this one is matchless by reason of the guidance it affords teachers, suggesting as it does countless attractive ways in which children may take part in the recitations.

For example, the poems are grouped into six sections, each part exploring a different phase of listening and learning. First there are poems to teach rhythm, and in this group a child's rhythmic sense is developed by hearing and saying rhymes with dancing, swinging, or galloping rhythms. In the second unit there are story poems with a refrain. This is a highly attractive chapter because the poems, together with the suggestions given aside of each line, lend themselves to easy dramatizations. Children love acting. The third section of the anthology provides for variety in pitch and tone in the recitation of the poems called for by the question and answer poem. In part four there are line-a-child or group poems in which a group of speak-

(Continued on page 163)



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AUDIO VISUAL EDUCATION

Toward Movie Education in the United States

Rev. Salvatore Trozzo, S.M., Séminaire Villa St. Jean, Fribourg, Switzerland

The Catholic educator, looking at the motion picture from the larger viewpoint, considers it an art medium that deserves to be studied just as any of the other arts including drama.

Father Trozzo, ordained this summer, is a graduate of the University of Dayton, Ohio, with a B.S. in Education. At present he is studying theology at the University of Fribourg. He taught high school in Philadelphia and in San Francisco, his subjects being Latin, religion, and English. While at Riordan High School, San Francisco he was choral director. He was also chairman of the Latin Teachers Curriculum Revision Committee of the Archdiocese of San Francisco, 1954-55. He has contributed to *The Columbia Review* and *The Marianist Educator*.

THE UNITED STATES is noted for the rapid tempo of its civilization. But sometimes this rapidity does not rub off on certain social groups or attitudes. For the past 25 years American Catholics have cast their efforts at movie education in a uniquely moral mold. Only in 1957 did official voices proclaim the need for a program of education in all the aspects of this fast-maturing seventh art—the cultural and artistic, as well as the moral.

Historical reasons, which we will sketch briefly explain why American Catholics have limited themselves to the moral criterion up to the present. What interests us more particularly are the reasons for the recent change in attitude. The movement for movie education did not originate in the U. S. It was born and matured abroad. Ultimately it paralleled a like progression in Rome's relations with the cinema world. This article proposes to examine: (1) the evolution of this movement for cinematographic education abroad, (2) the official Papal documents that gave it encouragement and impetus, (3) the reasons for its tardy migration to our shores.

Directions Differed

Clerical circles the world over viewed the primitive flickers at the turn of the century with a mixture of indifference and apprehension. Short wonder, since these early productions offered no higher inspiration than interminable comic chases, trick photography, or

melodrama stolen from the family vaudeville theaters. But the apprehension turned into alarm when the producers discovered that sex and sin attracted more customers than slapstick, and a puerile amusement became a serious moral problem.

America advanced two solutions for the problem—industry self-regulation, and the democratic process of organized social pressure. In 1930, through the initiative of Martin J. Quigley and the late Rev. Daniel A. Lord, S.J., the Hollywood producers voluntarily accepted a "Code" designated to regulate their future productions. The Code, as originally conceived by Mr. Quigley and Father Lord, was a systematic exposition of general moral principles and their specific application to motion picture production. Unfortunately, subsequent additions and changes initiated by the Code administrators marred this logical unity and subordinated the original document to a series of "Don'ts" and "Be Careful's," thus creating a confusion between the substantial moral principles and principles based on policy and expediency.¹

Lack of Public Pressure

Poor enforcement machinery and lack of public pressure made the producers hesitate in applying the Code strictly. The moral tone of movies continued to degenerate. Public indignation mounted, and in this atmosphere was born the Legion of Decency. This national crusade, launched in 1934 by the American Catholic hierarchy, pledged its members to stay away from and condemn motion pictures offensive to traditional Christian morality. To this original purpose was later added the function (carried out by the International Federation of Catholic Alumnae) of rating movies on their moral content. The Legion exerted such effective pressure on the box-office that in a matter of months the movie industry had to acknowledge itself conquered. Only then did the producers give teeth to the Code. The Hays Office, administrator of the Code, was empowered to pronounce on scenarios, to determine which scripts did or did not conform to the Code, to order

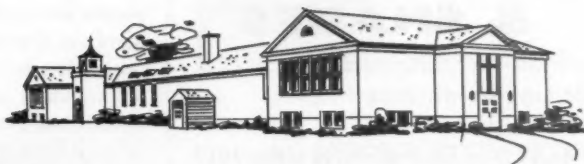


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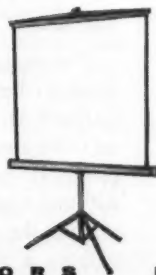
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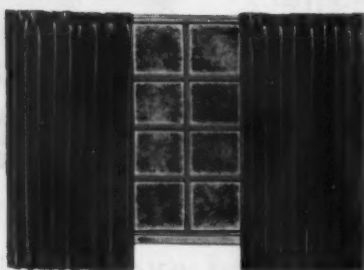
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specified changes, and to refuse its seal of approval as it saw fit. An orderly plan of review and procedure was established under the name of the Production Code Administration with Joseph I. Breen as its head. Thus with the Code and the Legion was set the direction characteristic of American efforts at movie regulation and education for the next 25 years.

Foreseeing Potentialities

In Europe it also took many years to melt the apprehension caused by tainted cinema productions. But a few laymen and highly placed ecclesiastics, foreseeing the positive potentialities of this new industry-art, inspired a different approach to the cinematographic problem—education, of both producers and audiences.

Already in 1920, a French layman, Louis Delluc, had founded the ciné-club movement with the aim of popular education in the art of the motion picture. But rare were the prelates of that era who interested themselves in the mysterious world of moving images. Cardinal Korda, archbishop of Prague, was an exception. He did not hesitate personally to finance a film in honor of St. Wenceslaus, patron of the city! But to Cardinal Dubois, archbishop of Paris, goes the honor of establishing a constant and constructive liaison between the Church and the movie studios. He backed every movement which promoted the educational and cultural role of the cinema, going to the extent of visiting the movie lots to bless morally valuable productions.

First Catholic Movie Congress

Under this same Cardinal Dubois, the first Catholic movie congress was held at Paris in November 1928. The meeting attracted not only laity and clergy, but also a host of movie professionals. Eight years before Rome was to speak on the subject, the delegates insisted on the leading role that Catholics should take in directing the cinematographic art as a powerful influence for good.

This Congress marked a definite change of ecclesiastical attitude toward the motion pictures. Indifference gave way to a relative interest, distrust moderated somewhat, and even the more skeptical let themselves be conquered by a certain curiosity. Organized groups, particularly those of Catholic Action in other European countries, took note of what had been accomplished at Paris and began to give attention to the problems raised by the movies.

The OCIC

This same year saw another important development. During the Congress of the International Union of Catholic Women's Organizations at La Haye, Holland, an interested group of priests and lay people set up a provisory bureau that was to evolve into the International Catholic Office of Motion Pictures (OCIC).³

Both the ciné-club movement and the OCIC were to have a phenomenal growth after the second world

war. But already in 1936, with the publication of Pius XI's encyclical *Vigilanti Cura*, the first and only encyclical devoted exclusively to the moving pictures, these national and international movie education groups received official assurance that they were on a right path. This encyclical, the "magna carta" of Church-cinema relations, made clear the Church's twofold objective as regards films—to eliminate the bad and promote the good. It was written to congratulate the American hierarchy on the success of the Legion of Decency crusade, and to encourage hierarchies in other countries to set up similar central national offices. The Pope approved the pledge and moral rating system pioneered by the Legion, and because of his purpose devoted the greater part of the encyclical to the negative goal. But more than once he insisted on the positive purpose of these offices: the promotion of good films, and the direction of "the cinema. . .to the highest ends of individual and social improvement."⁴ While the Holy Father did not mention movie education in so many words, he did call for national and international efforts to promote a noble and uplifting art of the motion picture:

Opportune understandings for the exchange of . . . information among the offices of the various countries will conduce to greater efficiency and harmony in the work of reviewing films. . . . These offices will profit. . . by the accomplishments of Catholics of other countries in the motion picture field. . . . The bishops. . . will help assure that this great international force—the motion picture—shall be directed toward the noble end of promoting the highest ideals and the truest standard of life.⁵

Have Taken Further Step

The second world war slowed accomplishment of the Pope's directives. But gradually the majority of nations with substantial Catholic population established central offices similar to the Legion. Actually many of these offices have gone a step further than their prototype, and devote themselves also to cinematographic formation of the public. Through auxiliary departments, or mandated independent groups, they direct movie-clubs and ciné-forums, publish dramatic and literary analyses of films, edit magazines devoted to cinematographic culture, organize courses and study days, etc.

These are all recent developments, many of them stemming from various OCIC international conventions held since 1947. In the intervening ten years movie clubs and other educational endeavors have developed both in number and influence, particularly in France, Belgium, Spain, the Low Countries, Austria, Germany, Italy and the British Isles. The Hispano-American, Indian, and Eastern nations stand second in this movement, while America lags behind.⁶

As the organ for coordinating Catholic efforts on an international level, the OCIC has also made remarkable progress. Since 1947 its activities have widened to include a variety of important initiatives. Four

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merit particular attention: the yearly international congresses it sponsors for the study of timely cinematographic topics from the Christian viewpoint; the *Revue Internationale du Cinéma*, its quarterly magazine that ranks with the best in the field; the grand prize it accords on the occasion of the international movie festivals to the film which "by its inspiration and quality contributes most to the development of human values and spiritual progress"; the relations it promotes with other international groups—UNESCO, UNDA, CIDALC, Pax Romana.⁷ In addition its competent staff stands ready to aid any of the national offices that may require its services. Because of the high technical and intellectual level of its activities, the OCIC has earned an authoritative voice in the cinematographic field. It is in a unique position to proffer the rich resources of Catholic thought to the movie profession.

Rome Encourages

Pius XII not only gave testimonies of approval to these movements, but also initiated important new developments in Rome's relations with the film world. In January 1952, he founded the Pontifical Commission for Motion Pictures, giving to it the mission of "studying cinematographic problems which affect the faith and morals, and of following the ideological lines and practical modalities of film production."⁸ The permanent role of this Commission is to keep Rome in contact with the national and international Catholic

cinematographic centers.

Hardly six weeks after the first reunion of this Commission, the Vatican gave another token of its interest in movie problem. In a letter to the OCIC convention at Madrid the Pope declared:

The technique and art of the motion picture have seen such rapid developments, and the influence it exerts over youth is so considerable, that the Christian educator cannot evade the problem it raises for his professional conscience. If he considers well, should he not tend to ally himself with this "powerful and universal force" which well directed can "effectively serve to promote social and individual perfection."⁹

This last sentence marks another turning point in the Church's approach toward the motion picture. In a sense it declared itself ready to join hands with this other universally influential force,¹⁰ to help it develop as an industry, perfect it as an art, and guide it in accomplishing the noble purpose of diffusing everywhere natural and supernatural truth, goodness, and beauty.

Further Papal Confirmation

This positive attitude received further confirmation in 1955 when the Pope delivered his two remarkable addresses on *The Ideal Film*.¹¹ Significantly, both of these allocutions were addressed to members of the movie industry. And while the moral aspect was not

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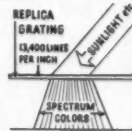


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neglected, attention was rather focused throughout the discourses on the cultural and apostolic potentialities of the seventh art. In congratulating the motion pictures for having come of age technically and artistically, the Pope pointed out that a further maturation is desired: that of audience education, elevation, and betterment. He put the responsibility for this not only on the various governing and censoring bodies, but especially on those who produce and direct the films. Then, after establishing the fundamental principles the motion picture must follow to become truly "ideal" in regard to its audience, subject matter, and the community it serves, he did not hesitate to assign it a real apostolic role: "The ideal film has a high and positive mission to fulfill . . . the duty of putting its great potentialities and influential power at the service of man. It must aid him in maintaining and realizing himself on the paths of rectitude and goodness."¹²

Audiences Need to Be Taught

The Holy See did not neglect the other side of the problem. If films are to meet the challenge of complete maturity, so are the audiences. They must be taught to seek and even demand movies of a high technical, moral, and artistic caliber. Their critical sense should be developed through education so that they may appreciate the high and elevating messages of the ideal film. This same education should also fortify them against films which do not measure up to such high standards. Through letters written by the Papal Secretariate of State to recent OCIC conventions the Pope has continued to stress the need for deeper cinematographic education. This theme was given detailed attention particularly in the message sent by Msgr. Dell'Acqua (substitute Secretary of State) to the OCIC International Study Days at Havana, Cuba, January 4-7, 1957.

. . . already by her normative judgments (the Church) forms the conscience of the faithful, directs their selections, and favors the success of good films. Nevertheless, it is still very imperative that this necessary action be accompanied by an educational endeavor in the strict sense. . . . Many countries are already applying themselves to the task of explaining and diffusing a true cinematographic culture. . . . And if it is true that the film offers the contemporary world a new mode of artistic expression and collective education, the sons of the Church are better qualified than anyone else to direct it to its true end . . . and to preserve it from the risk of error and deviation. In application of these principles it is desirable that there be established in schools, as in organizations for youths and adults, groups to study the art of the motion picture. . . . By developing the critical sense, by refining the tastes and raising the cultural level of their members, these groups can render tremendous service in teaching how to judge films, and how to use them in a human and Christian manner.¹³

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¹ Mr. Martin J. Quigley in an article "The Motion-Picture Production Code," *America*, March 10, 1956, pp. 630-632, gives a description of the vicissitudes suffered by the Code he and Fr. Lord originated.

² See *Theological Studies*, September 1957, "The Legion of Decency," by Gerard Kelly, S.J., and John C. Ford, S.J., pp. 387-433, for a comprehensive history of the Legion together with a theological discussion of the binding power of its moral ratings.

³ OCIC, l'Office Catholique International du Cinéma, with central offices presently at 8, rue de l'Orme, Brussels, 4, Belgium.

⁴ From the English translation of *Vigilanti Cura* as given in *Le Cinéma dans l'enseignement de l'Eglise*, Pontifical Commission for Cinema, Radio, and Television, Rome, 1955, p. 448.

⁵ *Ibid.*, p. 451.

⁶ France alone has 3 national federations and a membership of one million. Belgium has a central office for cinematographic education affiliated to the organization that gives moral ratings for films. Spain saw its first national federation of ciné-clubs on April 13, 1957, according to the magazine *Film Ideal*,

Hermosilla 20, Madrid, May, 1957, p. 3. Argentina, Chile, Colombia, Cuba, Haiti, Peru, Egypt, The Belgian Congo, Lebanon have recently set up centers for movie education. See footnote 25 for the names and addresses of the most important centers.

⁷ UNDA: *l'Organisation internationale de Radiodiffusion*; CIDALC: *Comité international de Diffusion des Arts et des Lettres par le Cinéma*. The OCIC also has representation in the International Association of Scientific Films and the International Institute of Film Culture.

⁸ *l'Osservatore Romano*, April 6, 1952. On December 16, 1954, the Commission's jurisdiction was extended and it became the Pontifical Commission for Moving Pictures, Radio and Television.

⁹ Quoted in *Le Cinéma au service de la foi*, by Charles Ford, Librairie Plon, 8, rue Garancière, Paris, p. 18. The internal quotes are from Pius XI's *Vigilanti Cura*.

¹⁰ Pius XII in the first allocation on *The Ideal Film* noted that during one year the total movie attendance was 12 billion! The Catholic Church counts a membership of approximately 480 million (*Newsweek*, June 11, 1956).

¹¹ June 21, 1955, and October 28, 1955.

¹² *Le Cinéma dans l'enseignement de l'Eglise*, op. cit., p. xli.
¹³ From the French text as given in the *Revue Internationale du Cinéma* No. 26, Spring, 1957, p. 9.



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AUDIO-VISUAL AIDS IN PHYSICS

By Sister Rita Xavier, S.S.J., Queen of Peace High School, North Arlington, N. J.

Sister Rita Xavier presented her discussion of the application of A-V to the teaching physics before the CAVE Convention, this past April 8-10, 1958.

EVERYONE WILL AGREE that today there is a greater need than ever before for the schools to discuss and display scientific problems and phenomena. What can audio-visual materials contribute to the teaching of science, especially teaching of physics?

The visual aids used are not an end in themselves but all must stand or fall by their success in creating an interest for further personal effort. Taken literally, visual aids range from book illustrations through maps and charts, models and designs to films and television. They should be designed to stimulate through his vision a student's intellect and will to learn, and to supply him with visual evidence of things he might not otherwise comprehend.

"Seeing" Motion Through Film

Let us consider some of the outstanding advantages of motion pictures as compared with other media. We shall not elaborate upon the well-known facts that students like to see films nor shall we deal with the effects of films in terms of research findings. The chart or graph can indicate separate stages but not going-on process. A film can show this. You can suggest motion in a drawing—note the way speed of a moving vehicle is shown—but actually to "see" motion requires motion pictures. Next the film compels attention, it heightens reality, it can control the time factor in any operation or series of events and it can bring the distant past and the present into the classroom. These facts are illustrated in the film "Measuring Light" wherein Galileo's efforts to measure the speed of light and his failure to do so are demonstrated vividly. Then Roemer's careful work of precise calculations add to the series of events leading up to his success in this quest.

A good picture can arrest one's attention, it might enliven or elucidate otherwise dull or complex facts, and because of its vitality it remains vivid in one's mind when a verbally presented written fact might be forgotten.

We turn now from pictures that "move" to pictures that are still. Often the pictures we use in the classroom for physics are reproductions of photographs or illustrations printed in books, magazines, or newspapers. These photographs and illustrations may be mounted or unmounted but should be filed for ready use. Filing pictures in envelopes, folders or similar containers will not merely protect them but enable you to use them more efficiently. You can index or even cross index your items so you can find the most appropriate pictures without always having to go through the entire collection.

Filmstrips

Filmstrips lack a certain attention-compelling quality of the motion pictures. The effectiveness depends in a very large measure upon the skill of the teacher in utilizing the distinctive advantages of the medium. If the filmstrip contains titles, enough time must be allowed for the class to read them. The entire group or one of the students may read the titles aloud. In any event, each frame will be held on the screen long enough for adequate study. Sometimes, of course, the image makes its point so quickly that only a momentary look is needed. Should the teacher stop to comment, to answer questions, to carry on a discussion? There is no rule to follow here, since your procedure will depend on the purpose and nature of the film.

The chalkboard is not in itself a visual material but a vehicle for a variety of visual materials. It provides an opportunity for creativity and initiative as one visualizes an explanation or a demonstration. A diagram of musical

sounds is not intended to be more than a symbolic representation of certain aspects (pitch, volume, etc.) of the original. Certain drawings need to be more exact and need to be the same every time. Here teachers may fashion essential tools for diagrams used repeatedly. Some of those which are most useful and at the same time easy to shape are a set of circles of varying radii, outlines of lenses of different focal lengths and sine wave forms.

The interpretation and use of diagrams show a student's skill and should be part of our teaching objectives in physics. The problem of making use of the bridge between the concreteness of the actual object and the abstractness of the diagram depends on the clarity of the drawing and the explanation of the teacher.

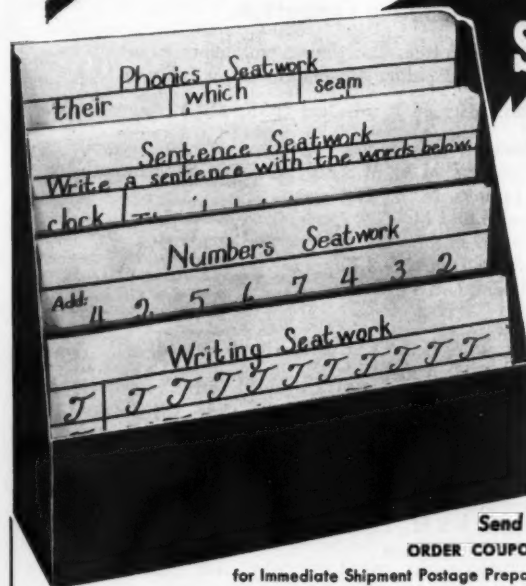
Models are used for many learning purposes in which special complexities are taken into account. Simplified models show the external form of the original. When we must look "inside" we see the parts we use, cut away, or cross section. These models frequently give us an interesting approach and a meaningful representation of something difficult to see or comprehend.

Have Plan, Carry It Out

Teachers who wish to use audio-visual materials intelligently must make a plan, carry out the plan, and then judge its effectiveness. Any text on audio-visual education will list films, filmstrips, books, articles and other teaching materials that will supplement this subject matter. A preview of a large number of these specific materials will gain for the viewer a knowledge of how to use audio-visual materials more effectively in the teaching of physics.

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The series is produced by Holy Family College, San Francisco, under the direction of Sister M. Teresita, S.H.F., M.A. Doctrinal supervision was supplied by His Excellency, Most Rev. Hugh A. Donohue, D.D., Ph.D., vicar general of the Archdiocese of San Francisco and pastor of St. Mary's Cathedral, where the ceremonies were filmed. His Excellency is also the ordaining prelate in the unit on holy orders,

and the confirming bishop in the unit on confirmation. The cathedral clergy supervised the liturgical settings and were the ministers depicted in the other sacraments.

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Description. Frames depicting the ten commandments, together with a definition of sin, open this filmstrip. Emphasis is placed on the mercy of God and the tenderness of the God-man, Jesus Christ. The proof of Christ's power to forgive sins in the case of the man sick of the palsy is followed by the story of the Good Shepherd, the forgiveness of Mary

Magdalene, and the conferring of the power to forgive sins on His first priests, the apostles. This is followed by photographs in color of the ordination rite in which the bishop is shown giving power and jurisdiction to the priest today.

In the preparation for confession, great emphasis is placed on sorrow for sin as the essential factor in the worthy reception of the sacrament. The sufferings and death of Christ are brought into focus to serve as motivation for perfect contrition. The entire presentation moves through the theme, "The Mercy of God."

Analysis. The theological and philosophical truths are doctrinally sound and accurate as far as they are developed but this is done mostly through the words of the narration, in many cases with little help from the pictures. Ideas and

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The several evaluating committees and their membership as set up by the *Catholic Audio-Visual Educators Association* are as follows:

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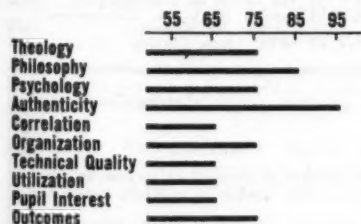
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Brother Benedict Victor, F.S.C.
Sister Julia Bertrand, M. M.

values progress and evolve with good psychological principles. Emotion is controlled and in good taste. It would have been much stronger had there been a musical background. The strong points of the work consist in the proper relationship of color tones to the areas that are to be stressed, and most especially, the voice and interpretation of the narrator.

A weak point is the failure of the action in the filmstrip to parallel the emphasis reached through color and sound. This seemed particularly true in the frames representing the student preparing for confession and going to confession, and the script accompanying these scenes. At times the script is too verbose and the frames remain on the screen too long, so that the picture cannot possibly represent all the ideas being narrated. A lack of dialogue, sound effects and music give a static quality to the presentation. In some instances the photography is poor, and seems to lack a professional touch, for some scenes are not properly lighted.

This filmstrip fails to visualize some important information that a penitent should be taught for the proper examination of conscience. For example, most penitents are anxious to learn what must be confessed to a priest, but there is little visual teaching here about the number and kind of sins, the circumstances that may change their nature, nor is there anything about the difference between mortal and venial sin.



In summary, this filmstrip presents clearly the rite of the Sacrament of Penance, but it does not adequately fulfill its purpose which is to teach the meaning, power, and purpose of the sacrament. The necessary ideas for such a presentation are spoken but they are not visualized, and that is the purpose of an audio-visual aid as contrasted with a text. Many more pertinent pictures would be needed to elimi-

nate that process of forcing doctrinal material into a static picture by having the narrator talk all around it.

Appraisal. The filmstrip is not a significant contribution to an understanding of the nature and meaning of the sacrament. However it could be useful from the sixth grade up into junior high school, and for convert instruction, when the purpose of the class is to instruct in the steps involved in going to confession, and it does bring out strongly the mercy of Christ and the need for supernatural sorrow for sins. The rating for the unit is D, or acceptable. It does not qualify for the CAVE Seal of Approval.

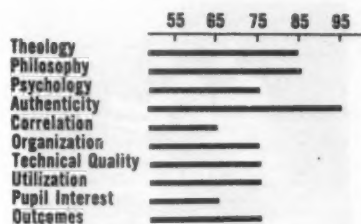
CHICAGO CAVE EVALUATING COMMITTEE

The Rite of Holy Orders

Description. This filmstrip in color with narration on record has for its stated aim the fostering of vocations to the priesthood as well as instruction on the nature and effects of the sacrament. Because the scriptural background for the Sacrament of Holy Orders is so closely allied to that of the Mass, the biblical approach has been omitted. The opening frames bring the young altar boy, the seminary, and the young deacons into prominence. The filmstrip then depicts the actual ordination rite, emphasizing important moments through the use of closeups. Each power of the priesthood is delineated: the power to offer sacrifice, the power to forgive sins, the power to preach and to bless. The photographs were taken at an actual ordination ceremony in the Cathedral at San Francisco.

Analysis. Theology and philosophy are clearly and adequately adhered to in this filmstrip. Some psychological objectives are reached through the colorful presentation of the rite of the sacrament. The instructional element of the recording strengthens the teaching value of the pictures. Curriculum correlation and utilization of the filmstrip would best meet the needs of the junior and senior high school levels. Interest appeal is fair but would have been better had there been more dramatization. The photography is good for most of the pictures only fair in some instances.

Some of the weak points in the filmstrip are as follows: (a) too much emphasis on the ceremony and not sufficient information on the doctrine of the sacrament; (b) it is too provincial in its presentation, mentioning the names of people all local to San Francisco; (c) the narration is too wordy at times, and at other times not sufficient to do a good job. For example, the consecration of the Mass with the Archbishop is passed over too briefly; (d) the lack of music and dialog tends to deaden the narrative.



Appraisal. On the whole the pictorial presentation of the rite is well done. However, there is a difference between catching with a camera an impressive ceremony, and *visually* instructing in the meaning, purposes, and effects of the Sacrament of Holy Orders. Many more pictures and a greater use of imagination is needed to effect the latter. However, the film should prove useful in fostering vocations to the priesthood, and will have value from the sixth grade level on. The general rating is C+, or fair. It merits the CAVE Seal of Approval.

CHICAGO CAVE EVALUATING COMMITTEE

Book Reviews

(Continued from page 153)

ers each makes a contribution until the poem is complete. Division five poems call for three or more speakers, while the sixth section of the book presents poems for speaking in unison.

Surely *Let's Enjoy Poetry* will grace the desk of any kindergarten or primary teacher by reason of its attractive appearance, but above all it provides a valuable anthology which will find wide acceptance among those interested in enriching the lives of little ones.

SISTER M. XAVIER, O.S.U.

Principal, St. Patrick's Academy,
Sidney, Nebraska

Audio-Visual News

(Continued from page 112)

characteristic modes of life in these regions today. Japan, Pakistan, Burma, Thailand, and Malay provide the scenic and cultural material.

In short prefaces to each filmstrip, the essential facts are given. The country under discussion is located in relation to its neighbors by pictorial maps.

The study elements stressed are the characteristic means of living and working. The interdependence of nations, the effects of environment, cultural patterns, all are portrayed.

Class-tested for elementary and high school social studies, the complete series



Burmese women teach their daughters how to make thatch for the roof.

is available at \$25.95, with individual filmstrips at \$5.75. The producer is The Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Michigan. A-V 11

Catalog of U. S. Government Films for Schools

A new catalog of U. S. Government teaching films for schools and colleges

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has been published by the official distributor, United World Films, Inc. Including all sound motion pictures and filmstrips as lately released as April, 1958, the new catalog describes some 600 subjects in six curriculum areas: social studies, music and art, science, education, physical education, and vocational education. Many of the films can be recorded in foreign languages by means of magnetic striping.

A copy of the new catalog is available on request to the distributor, United World Films, Inc. (Government Dept.), 1445 Park Avenue, New York 29, New York. A-V 12

NFBC 16mm Catalog

To round out your catalog shelf of

films that may be rented for educational use in the United States, write for your copy of the *National Film Board of Canada Catalog of 16mm Films*, Canada House, 680 Fifth Ave., New York 19.

Arrangement is under such heads as Agriculture; Canada—History and People; Citizenship and Community; Creative Arts; Geography; Science, Resources and Wildlife and several others. Each title is annotated and running time given, although no suggestion is offered for grade level suitability.

You may also ask for their catalog of filmstrips. These NFBC filmstrips are for sale by Stanley Bomar Co., 12 Cleveland Street, Valhalla, N. Y. Prices are approximately \$3 for black and white, \$5 for color. A-V 13

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